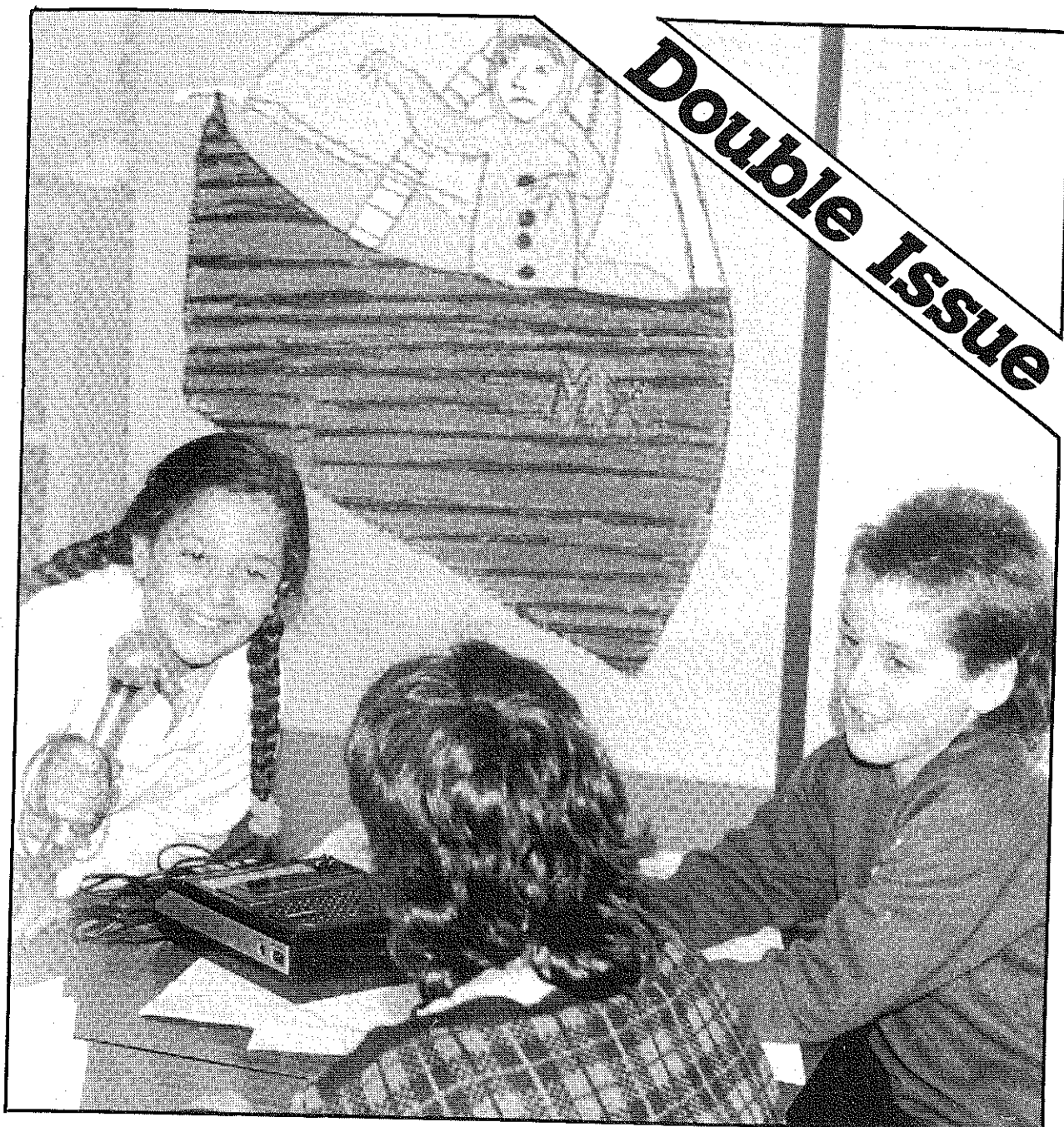


THE NEWSLETTER OF YOUTH PARTICIPATION IN EDUCATION PROJECTS
12 BROOKE STREET, NORTHCOTE 3070 VICTORIA AUSTRALIA

CONNECT

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**Radio.. Travel.. TAFE..
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Community..Committees.. Resources..Index

This Issue Next Issue

The first part of the Connect index in last issue drew a favourable reaction - 'useful' commented several people. And now we complete the indexing, with a cross-listing of articles filed away.

But in case that 'dry' content seems to dominate recent issues of Connect, this issue also includes some exciting descriptions: of the development of a radio program at Brunswick East Primary School, of a couple of publishing ventures - in Canberra and in Vermont, of a community linkage program at Saint Joseph's Technical School, and of networks across Australia.

The first substantive articles are included about developments in TAFE in Victoria and we would like to extend information and accounts in this area in future issues. Another article is promised for the December issue.

December's issue should also contain more information about the Community Linkage Program, about Gabfest 1987 and about the developing network of students in the Northern Territory.

I also hope that the December issue can contain firm information about the exciting plans for Connect in 1988!

Keep writing ... we need to hear from you!

Roger Holdsworth

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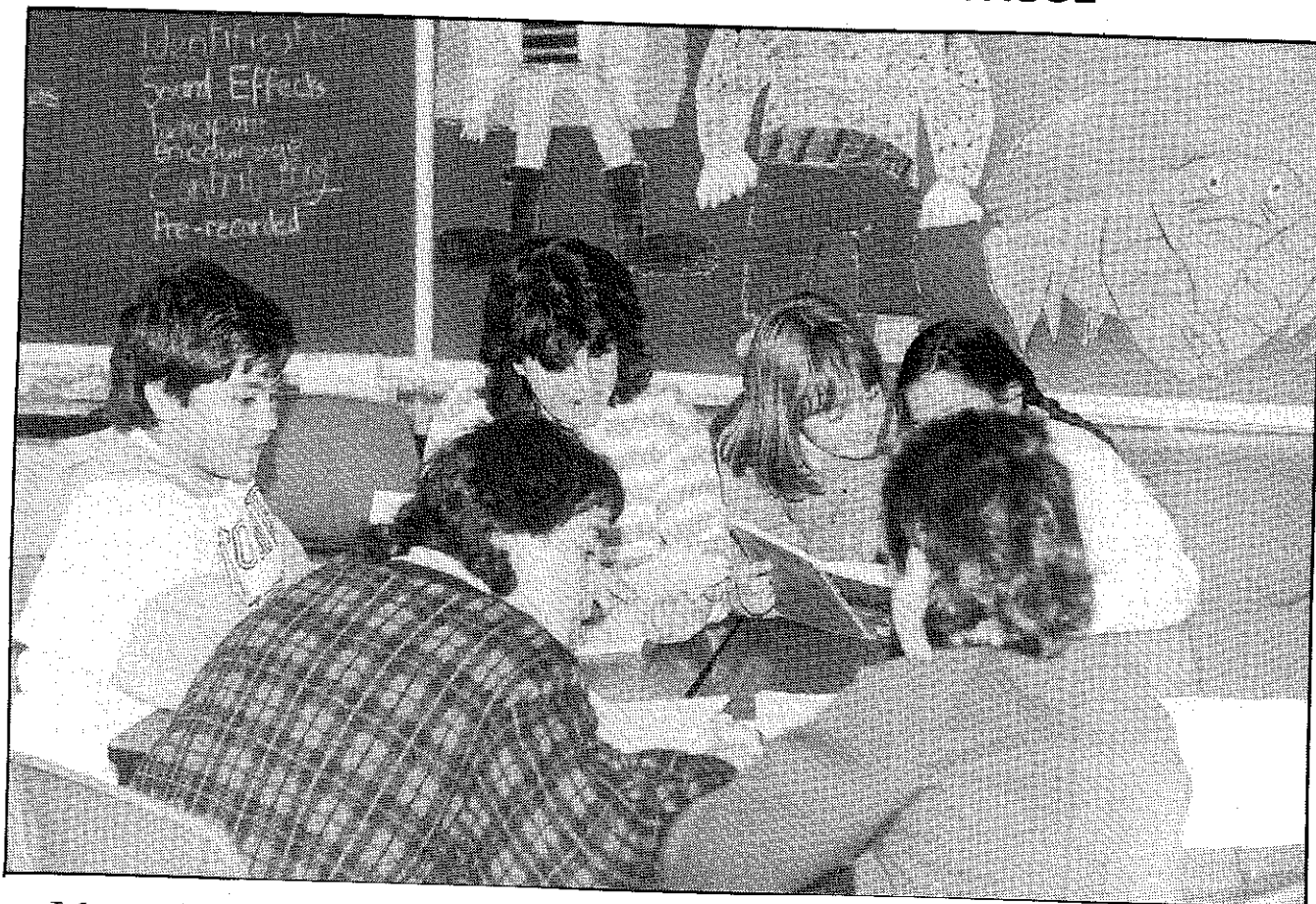
Brunswick East Primary School students recording for their program on 'Fears': see article page 3. Photo: Moreland HS.

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WHAT ARE YOU AFRAID OF?

RADIO PROGRAMS WITH GRADE 5/6K

BRUNSWICK EAST PRIMARY SCHOOL



I learnt that making a program wasn't so easy because our program took us about nine weeks to put together and I learnt how to use a microphone and how to use a superscope.

Barcos

First we had to choose a topic. There were eight big pages full of topics. There were so many topics finally we had a vote. Our vote was: 'What Are You Afraid Of?'

Houda

By the time I made my first visit to Brunswick East Primary, as Project Officer for the Ascolta Radio Group, the kids had already done some thinking about radio and had plenty of questions to ask me. That's the way Mary always works with her class.

We talked about the differences between commercial radio, public radio and the ABC ... the advantages and disadvantages of advertising, the different

styles of different stations, how a program goes to air, possible reasons why there aren't as many female DJs, what studios are like, whether grown-ups get nervous and make mistakes and on and on for over an hour.

Then the kids had some practice using the Superscopes (portable tape recorders) and microphones in small groups. By the end of the session, everyone's voice was on tape.

In the next session, there was a bit more Superscope practice and then the serious brainstorming for topics began. Finally we narrowed it down to three major contenders: 'Kids have rights too', 'What are you afraid of?' and 'Why pink for girls and blue for boys?' - all of which were chosen directly by the kids. Cases for each of these were duly heard and considered and a vote was held. 'What are you afraid of?' won by a very small margin.

The next thing we did was to decide who we were going to interview. Then we had to research on phobias and superstitions. We had to find stories, poems and jokes to put on our program.

Antonino

The grade then started thinking about people to interview about their fears. They decided on a policeman, a taxi-driver, an elderly person who lived alone (this was generally considered to be a very scary thing to do), a caretaker of a cemetery (positively horrifying) and the kids in the grade who had a thousand spooks between them and couldn't wait to talk about them.

Unfortunately, we couldn't find a cemetery caretaker to interview but we found all the others, and Mary added in a parent who the kids all knew and who works for Community Aid Abroad, and Sarah who works for CERES in Brunswick, who had been visiting the class regularly to talk about food chains. Their respective fears were: the growing division between rich and poor in the world today and the consequences for the future this might have; and fear of the devastation of the environment by people.

An earlier topic suggestion had been 'superstitions' and we decided to incorporate this and then the idea of phobias emerged and once things really got going we realised we were going to have two programs!

Mary and I largely organised the interviews and then the interview questions became a focus of class work for some time. The kids organised themselves into interview teams, superstition and phobia researchers, story, riddle, poem and joke finders and presenters. Mary worked with the groups, helping them practise reading slowly and clearly but with expression, and to write introductions to everything they taped. I came in to help with recording. There was always so much happening at once.

Every child in the grade had the opportunity to put something on tape and nearly every child did.

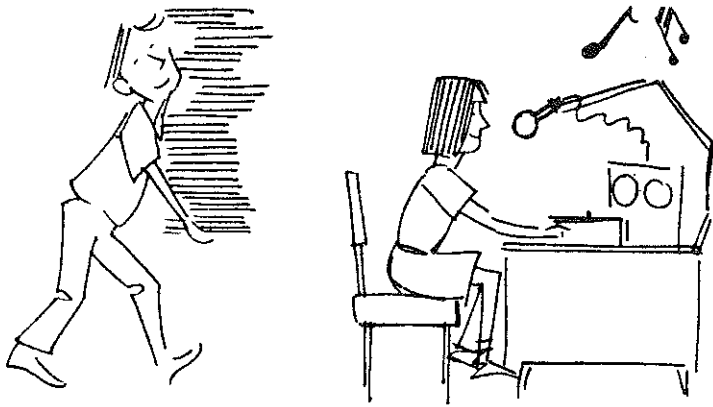
... and we thought about what kind of format we wanted. And then we worked with the format, we did the interviews, the stories, the poems, the introduction, the outro. And we also had to advertise the program in the newsletter.

Christopher

A further idea came to light along the way - the division between real fears and imaginary fears, so the now two programs became loosely based around these. The kids did their own sound effects for the stories and poems and, for one poem, 'The Hippocrump' (a whole class effort), the sound effects were very detailed and well rehearsed.

Then five students and one parent came to the studio at Moreland High School with me and we recorded the con-





necting scripts they'd written, taped the music 'Ghostbusters' and 'Have you got a phobia?', selected some more sound effects and spooky music and worked on ordering the programs.

Then, while I put the final version together, back at school the grade was looking up the telephone directory to find the addresses of all the people whom they had interviewed so they could send them thank-you letters and tell them when the program would be on. They also advertised the program in the school newsletter and one kid even thought of writing hand-bills to drop in local letter-boxes.

Finally, hearing the program on air was a highlight for some, but for others the most exciting things were discovered in the PROCESS. During the follow-up evaluation, the children filled the whole blackboard with words they needed to know how to spell. This is the result:

What I enjoyed most of all was hearing yourself and other people on tape.

Christopher

I enjoyed interviewing the children in my grade. I also loved doing the story. I enjoyed listening to the final products.

Tim

The best was listening to the poems and listening to the sound effects because they sounded very spooky.

Tonia

I enjoyed the most me and Paul reading 'Watch out for witches' at the bookshelf where no one can't see.

Tony

- (A) It was great from start to finish, fantastic.
- (B) Noel Blencowe's and Sarah William's interviews were very interesting and the poems 'Hist' and 'Watch out for witches' were entertaining.

Matteo

What did you learn about?

How to speak on the phone and write letters to Senior Constable Paul McAlpine ... and a poem with Marisa called 'Hist'.

Tonia

... superstitions, phobias, what a superscope was and how to use a microphone, speaking slowly and clearly when being taped, the intro and outro, what the word Ascolta means, a bit about 3CR radio station, what the interviewees thought about fears, a bit about radio equipment, the proper way to write a letter, the proper way to ring up someone when you don't really know them and how to look up a phone book.

Wesh

... I learnt a bit about the dangers in a policeman's job ... I learnt lots of things about Phobias and superstitions. I didn't have a clue about what they meant ... I found it hard to speak clearly, I was nervous ... I learnt how to work the superscope, not moving the Microphone around and people listening should not make noises ... I know now that when I hear something on the radio it isn't just someone getting up and talking.
A lot of planning goes into a radio program.

Matteo

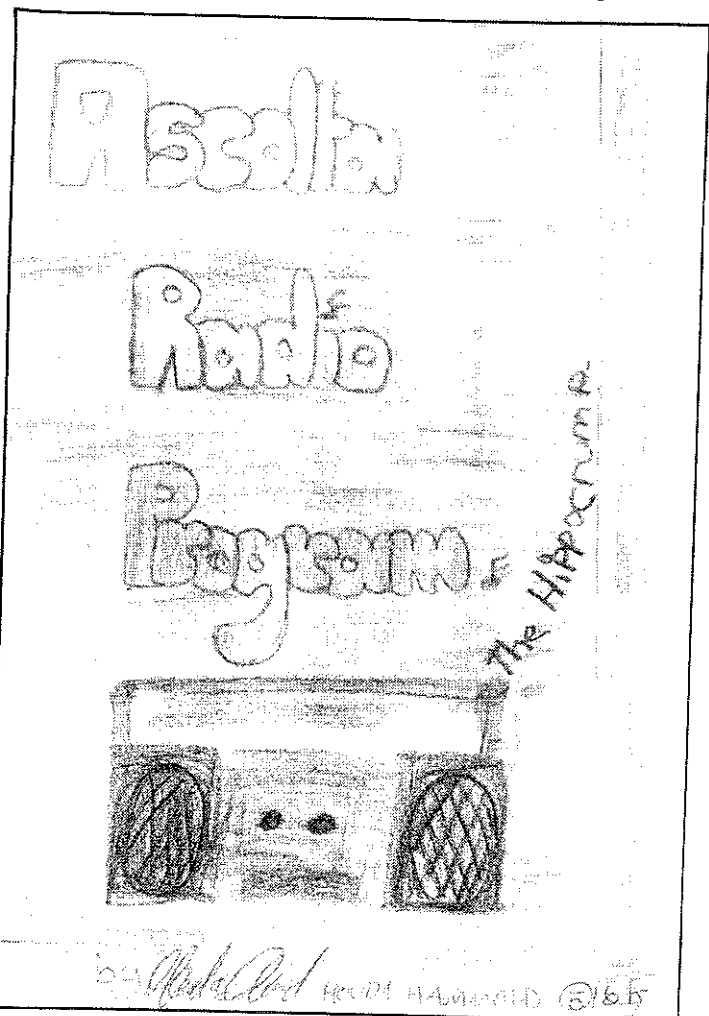
And I learnt that the process is definitely more important than the product and that primary school kids can do anything!

Many thanks to all the kids in grade 5/6K and to Mary their very energetic teacher.

Alison Brown

Ascolta Radio Group

Moreland HS, The Avenue, Coburg 3058



PARADISE PROJECT

"Paradise is exactly like
Where you are right now
Only much much better."

Laurie Anderson

I first came across the Paradise Project in St Louis, Missouri, in 1979 - at the First National Workshop of Cultural Journalism Projects. There I met 12 year old Richard Does, running a workshop on the project. He described a Middle School that travelled around the United States, researching oral and cultural histories and writing a magazine about their learning.

And then last year an older but still travelling Richard Does turned up on our doorstep. We took the opportunity to interview him about the Paradise Project - still in operation.

Roger Holdsworth



INTERVIEW: RICHARD DOES

The Paradise Project is from Edmunds Middle School in Burlington, Vermont. Where is that?

Vermont is in the north-east corner of the United States, and Burlington is on the western coast of Vermont on Lake Champlain, just about thirty minutes south of the Canadian border.

Vermont's a fairly rural state, and Burlington has about 50,000 people.

Edmunds Middle School is in suburban Burlington. It takes 7th and 8th year students. There's also an elementary school as part of Edmunds, but the Paradise Project is within Edmunds Middle School.

So, what is the Paradise Project?

There are about fifty students within the Project. It's run by a couple of advisors, Eric Mortensen and Larry O'Keefe, who, a little over ten years ago, got the inspiration to create this program, through taking quite a few trips outside of the scheduled class time with their students. They would take their vans (I guess they were Volkswagon buses back then) and try to teach the kids a little bit about the things they saw, other than through the textbooks.

They decided that they would like to do that as part of the curriculum and eventually were able to form the Paradise Project. Now they have regular travelling with small groups of kids - anything from seven or eight to fourteen kids at a time - either short trips - just for a day or a weekend around Vermont or New England, maybe down to Boston or New York City. Then usually twice a year, a major trip may bring them as far as California or New Orleans.

When you say 'a trip', is it just hopping into a van and heading off somewhere? How is that tied into the curriculum?

All the kids take the regular courses that they would take as part of Edmunds Middle School. They're taught mainly by Eric and Larry - all the English and Maths and Science, Social Studies, Geography. As the kids get the inspiration to take a trip and that may be from other trips that have been planned, or it might be just from their own creativity, they submit proposals for travelling - a sketch of where you'd like to go, what kinds of things you want to see, how it's going to benefit you as

far as some of the subjects that you are studying - that's an important part of the proposal - it's not that you're just going off to Disneyworld, but that you're going to learn something, what kind of contacts that you'll be making (right now there's an excellent network of supportive people right round the country who serve as contacts for the trips, so there's a list of people that the kids can look over when they are planning a trip). If the initial proposal is accepted by the advisors, then further planning goes on from there.

The kids are responsible for anything from the financial aspect - how much is it going to cost, how much petrol are we going to use, how much are we going to spend on food, where are we going to stay.

A lot of that would happen back at school, where they'd be writing letters, phoning up, making all those arrangements ...

Exactly. That occurs outside of class time, because these kids are all going to their regular classes. That tends to make the Paradise Project kind of a chaotic place after school. I've been in quite a bit since I left the Project and I can never get a word in with either Larry or Eric because there is always 15 kids scrambling around their desk.

If you were heading off for the short trips, in the New England area, what might you be doing?

You might go down to Boston. They usually stay in a church outside of Boston and may spend an afternoon at a historical marketplace. They might visit the Harbour - there's a number of things they could do. There's always some fun involved - they may go out to a fun restaurant. Those trips are usually two or three days, taken over the weekend, so you don't miss any class time.

Then afterwards, the kids are responsible for a trip journal, which is an important part of the travelling. That is so they don't forget what is happening and so they get a bit more involved by having to write some articles about what they've done.

If they went to a market or a dockland, would there be specific things they would be looking for?

The Haymarket in Boston is a traditional place for the kids to go and really get a taste of a traditional marketplace. The kids would then be responsible for writing articles. One person may have decided beforehand that

he or she wants to write an article on the Haymarket Square and maybe we'll talk a bit about some of the things that can lead to because there's quite a bit of writing that goes on in another context.

Can you describe some of the places you went to, as a student in 1978-79, and some of the things you did on those trips?

The first year I was in the Project, I did a few of the smaller trips, Boston, Montreal, New York City. I had an opportunity to go to South Carolina during my first year and that was specifically geared towards studying the civil war from the southern point of view, which was fairly unique, since most of the textbooks we would have, described the civil war in a fairly one-sided view. We got to visit a civil war 'buff' who has his farm on land that was once battles of the civil war. We were able to fire a musket and see some of the artillery that had been left over in his fields. We visited schools in the south, always doing a talk on what the Paradise Project was all about. The kids did all that - the advisors stood by on the side if we needed coaching. After a few stops on the trip the kids got pretty much full control of that presentation, a slide show and discussion of the Project to schools. We even got a chance to do a presentation at the University of Arkansas. We had all sorts of audiences.

I went on a trip to New Orleans in my second year. They have to give a title to the trip - that's the ultimate destination, but there's 2000 miles in between Vermont and New Orleans and there's a lot that can happen on the way.

So it is a study along the road?

Absolutely. Within the United States there are so many different cultures and ways of looking at things. I think it's really important for kids to be able to be immersed in that. Living with families along the way, that's the best way to do it. That's traditionally how the trips have been organised. The contacts may start out to be a relative - somebody's grandmother who lives in South Carolina - but over the past ten years, that the Project has been in existence, the contacts have just grown.

Would it cover a wide range of subject areas?

On a single trip, you'd be bound to encounter some kind of real-life experience that involved all the subjects that you were learning back at school. You might have to do a special project

at a science museum or you might learn the history of a particular place from somebody who's an enthusiast of the history of that area or just by living with people, you can find out a lot more than you think you can. At the same time, on all those trips, the kids are responsible for their work back at home. When you go on a trip, you've got to complete all the work that everybody back at school is doing, as well as all this additional stuff. You're probably writing articles and writing your trip journal. Interestingly enough, these kids who have all these extra things to do, tended to come back to school, having at least caught up to the work, if not ahead of the kids back home. The atmosphere was so much more exciting that they were more interested in the work they were doing.

Was there any pressure from other people to justify the Paradise Project in those terms: is it academic or is it just fun?

I think there's always some scepticism by people outside and, of course, there was some misunderstandings from kids who weren't involved in the Paradise Project, but were part of Edmunds Middle School. There were only 50 students in the Project, and although they did take some courses (like Phys Ed and Languages and Creative Arts) outside of the Project, they were sort of separate. The kids outside didn't quite sometimes understand what it was all about.

How was it regarded by parents?

There were definitely mixed feelings. If you really didn't want your kid to be involved in the program, then you didn't have to. One of the things that seemed to be an important concern of some parents was that their kids weren't coming home at three o'clock like the rest of the Middle School. They worried about them, and they worried about the time that they were involved outside of the classroom. On the other hand, other people felt really good to know that they didn't have to worry about their kids being out on the streets after three o'clock. They knew that they were really involved in something that was safe and fun and that they were with good people.

It was regarded by the school as a satisfactory program? It was acceptable to go on to Senior High School?

Sure. There's no extra funding from Edmunds Middle School. The trips are made inexpensive by living with families - everybody brings their own cereal in

the van for a three-week trip. The kids are encouraged to do fund-raising and earn their own money beforehand. My trip to New Orleans was three weeks and it only cost \$120 for food, lodging, transportation.

We did fund-raising - car washes, bake sales and that sort of thing. The rest of it, kids are encouraged to earn on their own.

What happened to the other students who didn't go?

You've got 50 students and two teachers, and one of them goes off with these 14 kids on a trip. That leaves all of his classes for the day basically unattended. The other teacher may be there to walk in every now and then and see how things are going - if anyone has any questions, they can ask that second teacher. Basically that would leave 15 or 20 kids in a class back at school. So, those kids are responsible for completing assigned work for maybe a week - the trips were usually planned around vacation. But for a week for seventh and eighth graders to pull it together - people would wonder where the inspiration for that came from. The kids knew that if they mucked around and didn't take care of things while they were unsupervised, then they were jeopardising their own chances to go travelling when their opportunity came. That's really what kept it all together.

You said before about getting material together. To what end? Was that published?

Definitely. All those trip journals served as the inspiration for what eventually became a magazine called The Noun - People, Places and Things. That was about the people that the kids had met, the places they'd been and the things that they'd come in contact with along the way.

Many of the articles that are written for The Noun started out from somebody's experience while travelling, although it may just be a local interest that somebody has, something in a historical context, within Vermont or just in the Burlington community.

That would require people to research it beyond their first visual impressions?

Set up interviews, go ahead and do those interviews, writing drafts, outlines, proof-reading, editing. The whole magazine is put together by the kids. Editing staff, artwork, layout, circulation - everything's done by the kids. Although the magazine isn't printed right at the Paradise Project, it's printed up at Burlington High School, it's all student work.

It's really come a long way since the first mimeographed and hand-bound stack of magazines. They've got a lot of new ideas. One thing that's helped them with that is being in contact with a whole lot of other magazines, which is how we met at this Conference in St Louis.

That conference was organised by the Foxfire magazine, which has been the main influence on these sorts of oral history magazines. It drew together about 500 people from projects all over the United States to share many of the problems and joys of putting out those publications.

For us, it was the first time that we could see that we weren't the only ones that were running into agonies over deadlines and how to get kids to edit and proof-read and all these kinds of things.

You've now been putting out The Noun for ten years now ...

I go back into the Project and they have a nice line-up of all of the magazines that they've done right across the wall. The magazine isn't the only publication that the Project is involved with. They produce the school newspaper which, I believe, is still the Edmunds Examiner. That's done during the day in a Journalism class - they actually now have class time to produce that newspaper. So there are a lot of chances for kids within the Project to get involved with communication and writing.

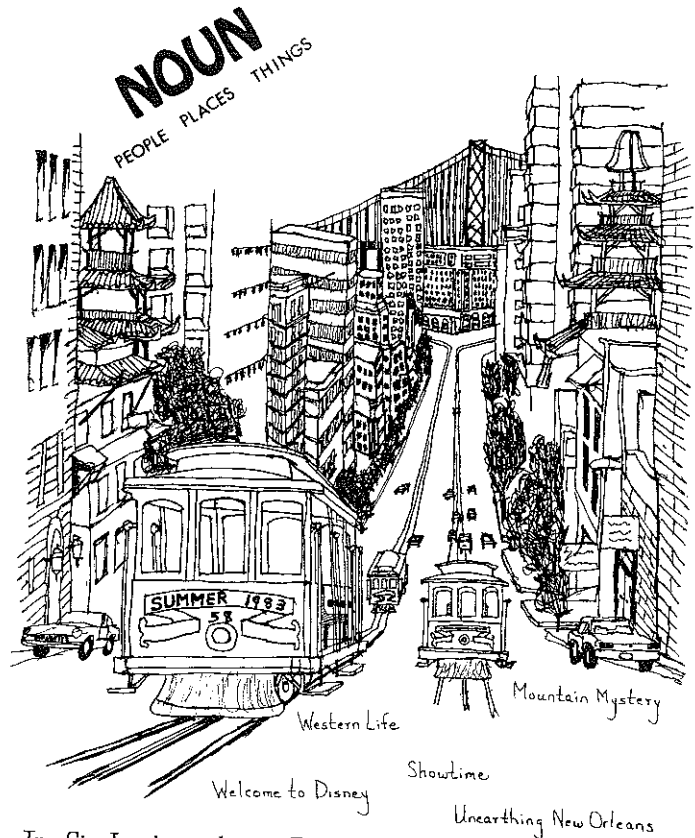
Has there been any thought to counting things involved in the trips as part of the classes instead of over and above them?

For a long time, we didn't have the time during the day to do that - we had to do it after school - write our articles and put together the magazine and the newspaper outside of school time and it still largely takes extra time to put something like that together. The school finally gave the Project a chance to take 30 or 40 minutes of what would be considered a Journalism class to get some of that work done.

As well as the academic learning, what other sorts of benefits come from being involved in the Project?

There's an opportunity for kids to really get involved with public speaking when they go on trips, or even within the community, giving their talks about the Paradise Project, creating a slide show. There's a lot of 'hands-on' learning about machinery - slide projection, tapes, movies. There's all the writing and editing and typing skills that can come out of the publications. 9

And there's a tremendous amount of confidence that a student can gain from being involved and feeling like they did it.



In St Louis, where I met you, you were running a workshop - as a twelve year old ...

Although, at the time I was pretty angry with Larry O'Keefe for making me run the workshop! I was so nervous, but I really appreciate that now, having had that opportunity. Ideally, I would not be the one that's sitting here now talking to you about the Paradise Project. It would be much more likely that a 7th or 8th grade student would be giving you this discussion, but I'm the only one that's made it this far!

I've been out travelling in New Zealand and Australia for four months now, and a letter from Larry O'Keefe made me realise how much confidence I got from the times that I was in the Paradise Project. There are a lot of examples of that - students who are out of the Project now, have been out of it for a few years, that are involved in all sorts of journalism. It doesn't have to be something that you bring on and say 'Look what the Paradise Project has done for me' ten years later. It's really something that you carry inside. It carries on in something as simple as being able to go on to High School and feel confident about your writing skills or at University level, where I was surprised when I started, that a lot of kids didn't have a lot of confidence in their writing or public speaking.

The Project has been going for ten years. That's a long time to carry that energy forward ...

They're actually going to have their tenth reunion in August (1986). That's going to be exciting and I think that will probably help them to carry on a little bit further.

Larry and Eric are pretty amazing people, but they're people just like everyone else. I've always wondered when they're going to burn out. I know they've had those concerns when things have seemed to go up and down with energy levels.

They've had assistants come in - student teachers. I think they've had that support. The success of a project like that is something unique to the indivi-

duals who are involved with it. Although there are other projects similar, I don't think anything could be quite the same as what Larry and Eric have put together. It's an energy-consuming thing, and they're there all the time.

You're still getting messages from Paradise too?

They've sent me a newsletter, tracked me down out here on the trip. I'm actually using the Paradise Project reunion as my return date. If I have to get back for anything, that's when I've got to get back.

Report back and graduate?

I don't think I'll ever graduate from the Paradise Project.

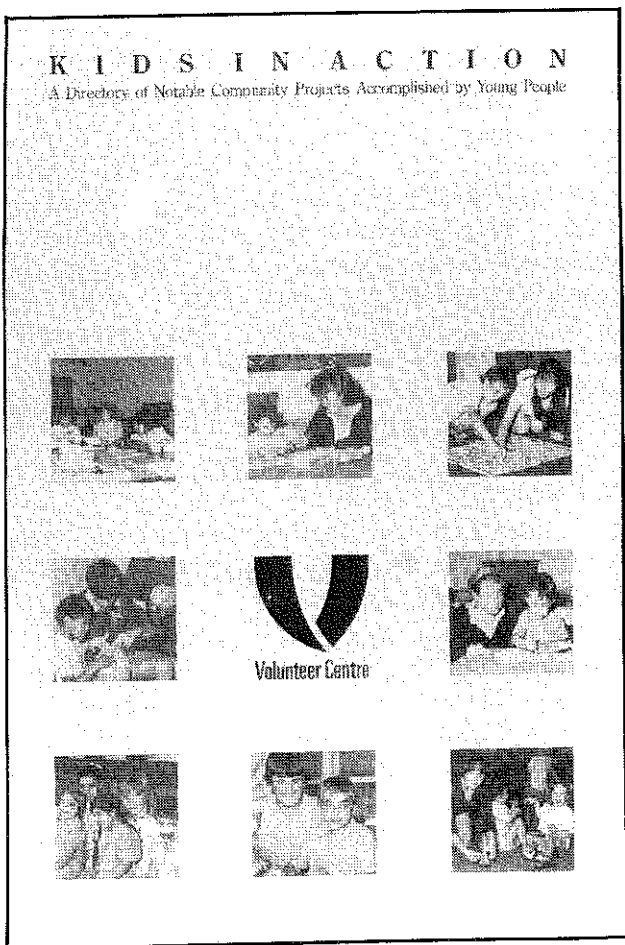
KIDS IN ACTION

The Student Community Involvement Program (SCIP) supports schools in New South Wales, Victoria and South Australia in projects that are based on active student/community interaction. They are frequently asked for 'model' projects, and find this difficult to provide, as there is no 'ideal' project. Conditions vary widely with different educational requirements, student capabilities and educational needs; each program should be designed to suit the individual situation of the particular school, its students and its community.

So the Program has now produced a Directory of noteworthy projects, a selection of actual projects which have been achieved by schools or groups of young people. The Directory, Kids in Action lists and describes nearly 200 different community projects in areas such as:

- * working with disabled persons;
- * working with the aged;
- * working with young children;
- * working with migrants;
- * environmental and cultural projects;
- * services to the general community;
- * projects within students' own school;
- * curriculum based projects;
- * projects for students with special needs of their own.

The case studies provide detailed information and contact names and addresses. These might help suggest and provide ideas and information to students, teachers and youth workers. Where appropriate, comments on aims, organisational procedures, pitfalls, evaluation and other special features have been included.



Copies of Kids in Action are \$8.00 per copy plus \$3.00 for postage. Copies may be obtained from:

SCIP

Volunteer Centre of NSW

5th floor, 383 George St., Sydney 2000

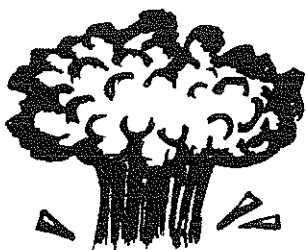
SCIP

Australian Red Cross - Vic. Division
171 City Road, South Melbourne 3205

SCIP

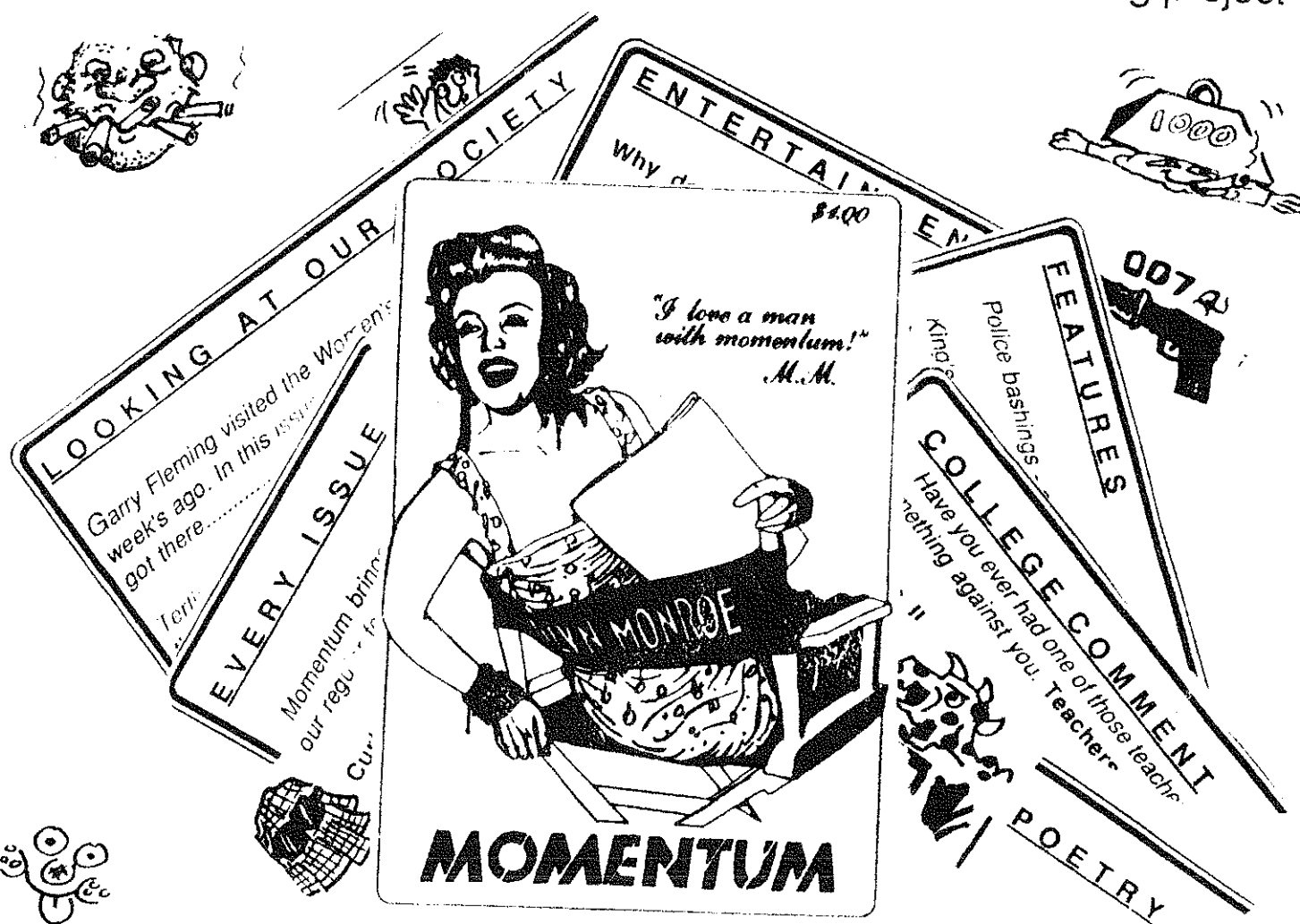
Volunteer Centre of SA

10 1st floor, 155 Pirie St., Adelaide 5000



Momentum Magazine:

- student participation through a Canberra publishing project



Technological advances in desktop publishing have the potential to give students new experiences, new skills, a new way of learning about communicating and their place in the modern world.

But can our schools adapt to these new possibilities? Are they flexible enough to admit changes? Or are we wedded to assessment procedures, timetabling requirements and staffing formulae that will result in the innovative potential being wasted?

This impressionistic (and partly-fictionalised account) of the **Momentum** magazine project was written by Steve Shann, the teacher who works with the students involved.

Momentum has been produced by twenty college and ex-college students, working at nights and during weekends, and using Macintosh computers, page layout programmes and a laser printer. The magazine is printed by a commercial printer.

January 1st, 1987

Dear Student,

My name is Steve Shann, and I'm an English teacher at Stirling College. Your name has been given to me by one of the teachers at your college as someone who might be interested in taking part in a new inter-college magazine, called **Momentum**.

Last term, as part of a Print Media unit at the college, a number of students produced a regular magazine called **Stir**. Each of our three editions sold out quickly, and the enthusiasm of both the students who produced the magazine and the readers, have encouraged me to try organise an inter-college publication.

If you're interested, the project will cost you \$60. We will use this money to buy the necessary equipment and to offset initial printing costs. Any profits will subsequently be divided amongst those taking part.

Please let me know if you are interested.

Yours sincerely,
Steve Shann

January 11th, 1987

Dear Steve,

I got your letter on Friday, and I can't wait for **Momentum** to begin! Working on **Stir** at Stirling College last term was one of the highlights of my school life (I'm not kidding!). I felt I got to know and to work with a whole lot of kids I hadn't known before, and that we were doing something really worthwhile (for a change!). It was great when people started to sit up and take notice. "When's **Stir** coming out?" they'd ask. And one day a student, a complete stranger, approached me and asked if I worked on **Stir**. When I said yes, he proceeded to tell me this story about how angry he was about what was going on in one of his classes. Well, I felt important, I felt we were doing something that mattered.

So, when do we start? I'm looking forward to meeting kids from the other colleges.

I'm a bit worried about the money. \$60 is more than I've got at the moment. Can I pay in installments?

I'm also uneasy about the time this project is going to take. It was OK last term, cos it was part of the Print Media class and the work I did on **Stir** got counted towards my tertiary package. With **Momentum**, it's going to be extra work on top of college and my part time job.

Don't get me wrong. I'm still really keen, and can't wait to start. I've already got a few ideas for some articles.

Jane.

"I was impressed, Steve" said the promotions manager of a prominent financial institution as he motioned me towards a leather seat behind his desk, "by the quality of your funding request. We get a lot of these sorts of things through the mail, and most of them go straight into the bin. But yours was different. If this is any indication of the quality of your proposed magazine, then I'm very interested."

My laser-printed letter, complete with photo and charts, was sitting on the top of a neat pile in one corner of an otherwise empty desk. Yes, it did look quite professional, I thought. But it was not how the magazine would look. **Momentum** was going to be a student magazine, the content and layout determined by the students themselves. It would be more controversial, and certainly less 'establishment' than my letter. I hoped he wasn't just after a souped up School Magazine.

"We're interested in helping, Steve. Perhaps an interest-free loan of \$50,000, if we like your first edition. We'll throw in a \$250 gift to get you going. How does that sound?"

"I know, Steve," said the school administrator, "that this is your fifteenth year of teaching, and I know that you've sat through these probationary panels before. But your service hasn't been continuous, and we have to do it again. I'm sorry, I don't make up the rules, I just carry them out."

"I'm sure there won't be any difficulty. But we will have to visit your classes, just to see that everything is going reasonably well. And we'll want to talk to you about your plans for each of the four units you're teaching this term..."

"It's OK, I guess," he continued, "for you to be involved with this magazine project. I mean, I can see lots of spin-offs, lots of benefits. But you'll have to expect that I give you a kick in the backside if your class teaching starts to suffer. You'll have to expect that..."

Our first **Momentum** meeting broke up at about 9.50pm, and the twenty students made coffee in my kitchen and then sat around in small groups on the living room carpet. We'd decided on jobs and a timetable for the first edition. We'd argued about a price and the number of copies we thought should be printed. I'd shown the students some financial projections I'd made on my computer.

Now, with the formal part of the meeting over, some were talking about the project. Would we get enough advertising revenue to cover costs, or indeed make a profit? What happened with **Stir**, some of the Phillip and Erindale students wanted to know. How do we use the word-processors? Can we use the ones at school? How do we work out where everything goes on the pages?

Others were swapping holiday stories, or comparing colleges. "I was going to go to Stirling, but my family moved... Is it true that photography's good at your college?". Some were starting to crack jokes, and the atmosphere in the room became progressively more party-like.

It was after 11.40pm when the last student left.

Three weeks into term, and I was feeling the strain of trying to do two jobs at once.

For **Momentum**, I was editing the writing and discussing ideas with the students; I spent hours on the phone talking to youth groups, to banks and to credit unions about advertising (the students had already tried); I'd opened bank accounts; and had had several discussions with the **Momentum** students and with a College AP about what was happening with the money. I'd negotiated for the purchase of a second Mac computer, and both were being used on most evenings and on Sundays to type in material for our first edition. There were negotiations and quotes from various printers to deal with, and planning meetings on Thursday nights with the students themselves.

And I had four lines to teach at College, none of which had anything to do with **Momentum**.

Dear Steve,

The Minister has asked me to reply to your letter of the 20th of January, requesting funds for the **Momentum** project.

I regret to inform you that we do not run any programmes to fund projects such as yours, but I suggest you get in touch with the Prime Minister's Department (alternatively, read Department of Education/Youth Affairs/Employment).

We wish you every success with your project.

Yours faithfully,
Department of Education/ (alternatively, read Youth Affairs/
Employment/Prime Minister's Department)

The first edition had been sold - 400 copies of it, at 80¢. The students were both buoyed up by the magazine's appearance, and disappointed that selling it had been so difficult. We met at my house, to discuss the response. The next edition needed to be snappier, more controversial, they agreed. There had been too much creative work. Some of the pages had had too much text.

Would we go into other colleges? The response from Hawker had been nil. I was sure that, if one of us had time to go and talk to some writing classes or to some teachers, we'd be able to sell copies at other colleges, and perhaps involve some other colleges in the magazine's production. But who had the time? The students' first major pieces were now due in. My own school work was suffering.

There was also, I felt sure, money in the community that we could attract, given a concerted effort. If only I had time to talk to people, to tell them what was happening for these young students, to infect them with my enthusiasm about the potential.

And I wanted to talk to other teachers and administrators, to explore ways in which the project might be built into the fabric of the curriculum. Could students from a number of colleges do Print Media or Writing as a tertiary or accredited unit, with me acting as a resource person and co-ordinator of the project, attached to no particular college, meeting with students in off-lines and at timetabled meetings at pre-arranged spots?

The Rape Crisis Centre and the Commonwealth Bank wanted some students to do an article on their work. A local bookshop was talking about sponsoring some literary awards for young people through our magazine. There were other possibilities, exciting ones.

But my marking was piling up, and I had no time. None of us did.

"Oh, hullo," I said when the promotions manager answered. "Did you get a copy of our first edition."

"Yes, thanks Steve. I've just been talking about it with some of our marketing people. Looks good," he said, emphasizing the word 'looks'. "We weren't so sure about some of the material. Our research suggests that the youth market is looking for something rather different. How did it sell?"

We chatted about sales, and I asked him more about his research. But he was vague and evasive, and nothing more was said about an interest-free loan. I was relieved, in a way. I wasn't sure that I was ready to take on something that big. I felt I didn't yet know whether the *Momentum* project was economically viable.

After I'd put down the phone, I wondered what it was that had led to his apparent waning enthusiasm. Some of the ads, perhaps - maybe the financial institution felt uncomfortable being identified with a magazine which advertised condoms to prevent AIDS, and which offered help to young people who were pregnant, who had been raped, or who had drug or alcohol problems. Maybe it was some of the language used in some of the articles. Or perhaps, as one advertiser had already complained, "these young people are so gloomy, so pessimistic. Surely the world isn't that bad?"

"I feel," I said to a school administrator, "like someone who's caught the wrong train. When I accepted this teaching job at the beginning of the year, I naively didn't realise how much I would be driven in a certain direction, and I'm now feeling that I'm travelling rapidly away from the things I care about. I want to spend more time exploring the possibilities of the magazine project, and I'm also interested in writing and think-

ing more about education and alternatives to the present structures. But the assessment meetings, the marking, the preparation and the timetable make these things impossible. Is there any way I can pursue the things I really care about within the system? Or am I going to have to find an alternative way to earn some money?"

The administrator was sympathetic but pessimistic. "Working within the system involves compromise," he said. "It involves working out what you can accept, and then adapting your ideals to that. We're bound by the assessment requirements and staffing restrictions. Your only possibilities within the system are maybe a PEP or Curriculum Innovations grant, but they're going to take 12 months or so to come through, even if you're successful."

"I've looked at the magazine, and there's some very good stuff in there," said a local bookshop owner as we ate our lunch. "I've been thinking about how we might get involved. I'd like to sponsor some kind of literary awards, perhaps to the tune of \$1,000, which would be channelled through *Momentum*, with some of the money going to the school libraries of the successful young writers..."

His enthusiasm was infectious. We started to talk about other possibilities - art awards sponsored by a local gallery, a presentation ceremony with invited guests and media reps, a bumper issue of *Momentum* which might include colour plates of award winning photographs and paintings, plus the best of the writing submitted. A journalist award ...

It was a Sunday afternoon, and a dozen students were bent over the nearly completed pages of our second edition. Susila (from Phillip) and Garry (from Stirling) were discussing the Contents page, and whether a typed or hand-drawn heading would be more effective. Vanessa was painstakingly pasting photos, headings and graphics to her double page feature of cinema reviews. Stuart and Madelaine (from Phillip), and Alison (an ex-Hawker student) were discussing the wording for a funding application, and Jim (from Erindale) was working on our budget. Vicki was reading some of the articles, and Liz was pasting page numbers onto each page. Anna (from Phillip) and Stuart (from Erindale) were talking to each other quietly in the corner - their new friendship seemed to be blooming!

A Future - Option A

April 27th

Dear Steve,

I'm afraid that I've decided that I can't continue with Momentum next term. I feel very, very disappointed, and I keep changing my mind. But I had a long talk to my parents last night, and they've convinced me that I should stop. My marks at school have gone down this term, and I've been tired and rather bad-tempered at home. I hoped at the beginning of the project that we would make enough money for me to drop my part-time job, which I hate. But, when we didn't get the advertising we had hoped for, it became obvious that each of us would get about \$30 over the whole term, which doesn't even cover the \$60 we put in at the beginning.

But I'm really glad I did it. I know that my writing has improved. That's partly because of your help, but I think mainly it was because I knew that it was going to be published under my name, and that I was going to be held responsible for what I wrote. So I wanted to express myself as well and as clearly as I could.

I also loved getting to work with kids from other colleges

There's so much talent in the group. When I first met everyone, I felt disappointed, cos everyone seemed so ordinary. But, as we worked on the project together, and as we learnt from our mistakes and tried to get better, people seemed to open up more and to do really good work. There were so many original ideas, and I loved having my articles laid out and illustrated so effectively.

I liked our meetings too, and our arguments about money and prices, censorship, work pressure and all that. It felt real, somehow, like being out in the real world instead of cocooned away at school.

Good luck next term,
Jane.

A Future - Option B

May 16th

Dear **Momentum** students,

After some considerable negotiations with the Schools Authority, I have been posted to College X, and have been given permission to teach both Writing and Print Media as two of my four lines.

This solves some of the problems which we have all experienced during first term. First of all, I won't be pulled so much in two directions, and more of my recognised job will be directly related to the magazine project. All students from College X enrolled in these two classes will be made aware that its subject matter is basically the production of **Momentum** magazine. As a result, we'll have contact built into the timetable, and enrolled students will find that the considerable energy they put into the magazine will be taken into account with their assessment. I've also got permission to run the units off-line, meaning that those students from College X who want to be a part of the project, but who are committed to other subjects on the two lines where I'm offering Print Media and Writing, can still do the units. I'm also talking with one of the art teachers at College X with an interest in photography and graphic design, and there may be a unit which our artists can enrol in where **Momentum** work will be encouraged, and accepted for assessment.

That's the good news.

The bad news is that **Momentum** will cease to be an inter-college project. If you're not a student of College X, then you can still contribute informally, but you won't be a part of the planning and decision-making groups.

There are moves afoot to get a group of teachers from a number of colleges together, to teach these courses and to enable the magazine to continue as an inter-college project, but I'm not interested in being a part of this. It's becoming too much an adult project, and I'm suspicious of committees anyway.

For those of you who have been with us for a while but who will not now be able to continue, thanks for your involvement, and all the best with the rest of your college year.

Steve.

A Future - Option C

To the Schools Authority.

Dear Sir/Madam,

I have recently been offered a grant from the Australia Council for the **Momentum** project, and will be working on this during the coming 12 months. I am writing to inform you that I wish to resign as a teacher.

Yours faithfully,

Steve Shann.

A Future - Option D

Diary entry - 23/10/87

Had a full and stimulating day. First I visited Copland College, where I met with four **Momentum** students. We discussed some articles they'd written, and I then took the articles over to Garry at Stirling, for typing. Arrived at Stirling in time for Line 5, my timetabled weekly meeting with most of the Stirling students involved in the project. We discussed the Stirling News section, and Vicki and Liz talked about some publicity ideas for the coming edition.

Then some of the students and I had lunch with a couple of local business people who are interested in sponsoring some **Momentum** awards.

At 4.30 I met with the **Momentum** design group, at Phillip College which is the easiest of Canberra's colleges to reach by public transport. I informed them that the Editorial Committee had decided we could afford \$1250 to print the next edition, and various options were discussed, including some colour photos. We also looked at the proposed design for our next cover.

Tomorrow I have to mark the essays written by **Momentum** students on various aspects of the print media and page design, and at night the Treasurer (a **Momentum** student) is reporting to the Editorial Committee on the figures from advertising and sales of the last issue. The Editorial Committee will have to decide how much to distribute to students as 'wages', and how much to plough back into the business.

We are now operating in all colleges, and our sales have risen from 400 at the beginning of the year to 1200. Printing costs per copy have consequently declined dramatically, and the business is in the position of being able to buy some modems to increase ease of communication between colleges.

We're full of optimism.

Steve Shann

April, 1987.

Post-script: (July, 1987)

There have been a number of developments since I wrote this article. The students successfully applied for a \$2000 grant from Impact, which enabled us to produce a third and fourth edition without spending so much time trying to attract advertising. The response to the third edition was most encouraging - the magazines sold quickly and easily, and we had a lot of written feedback from students, most of which will be printed in the fourth edition (which is currently being put together).

I am buoyed up by the enthusiasm of the students and the potential of the project, which has recently seen **Momentum** students interviewing the police, getting legal advice about an article, reviewing productions from each others' colleges, and having to justify their printed comments in Principals' offices.

But the pressure of time and other commitments, both for the students (who get no substantial credit for this work in their college assessment) and for me, continues. I've resigned from my full-time job, partly to give me more time for my own writing, and partly so that I can give more to projects like **Momentum** which give me a professional satisfaction than the classroom teaching I've been doing does not.

Jane is still working with us. Five of our original students have dropped out due to pressure of college work, but our numbers have actually grown as a result of the very successful third edition.

NETWORKS



GABFEST 1987

1987 saw the fifth Gabfest in the Northern Territory funded under the Participation and Equity Program. Forty-four students representing the Student Representative Councils of all of the Territory's High Schools, attended the three-day student forum from 9-11 August at the Beaufort Hotel in Darwin.

The majority of the time was spent in group discussions on the theme of self-esteem, led by Roger Holdsworth from the Youth Affairs Council of Victoria. Guest speakers were invited to lead discussion on issues suggested by students before the conference. Wide-ranging topics included: teacher rapport, bridging the gap between year 10 and year 11, what we mean by power, effective involvement in SRCs, careers and sexual harassment.

All students participated in visits to six of the Darwin High Schools where they discussed common issues with the 15

SRC and gained further information on the organisation and functioning of other SRCs. Reports on the visits to the schools indicated students had been most perceptive and had gained valuable insights into what constitutes an effective SRC and how students can become more involved in the decision-making process in schools.

The final session saw a list of recommendations from the conference resolved. These recommendations will be presented by student representatives elected from Gabfest to the Minister of Education.

They are as follows:

- * that a network be formed from representatives of all secondary schools to consider and suggest action on a variety of issues and to report back to schools on them. Issues suggested included bridging the gap between year 10 and 11, student-

teacher relations, effective SRCs, more participation in the running of schools, curriculum and council activities and more defined roles for on-campus police;

- * that a contact list of people in the network be distributed;
- * that the NT network make contact with other state and national networks, but remain an individual network;
- * that year 11 and 12 students be encouraged to assist younger students in all schools;
- * that Gabfest elect a Territory representative to the Australian Network of Secondary Students (ANSS);
- * that a record be made of all past and present Gabfest recommendations and that this be sent to all Principals and SRCs for action by schools;
- * that the NT Police Force hold a Territory-wide anti-drug campaign in all schools, showing graphic details;
- * that this conference elect an executive group to organise the 1988 Gabfest.

The conference closed with a dinner on the terrace of the Beaufort Hotel. Two of the students spoke confidently, giving their impressions.

"This year's Gabfest has taken a further step forward, not only in its prestigious and luxurious surroundings,

but also in the topics being brought up to show we are concerned with our education, our fellow students' education and the way we are all taught. At last, we have moved away from issues that had previously become repetitive over the last few Gabfests, which is a strong indication that the input of the past conferences has achieved many goals ..."

"I think the most important thing I've learned is that there are people out there who would genuinely like to help the youth of Australia by organising seminars like Gabfest, and to all of us here, I'm sure that is very important."

The conference was officially closed by Mr John Wauchope, Deputy Secretary of the Department of Education, who was pleased to announce that the Education Department would take over funding for Gabfest in the future, as it was considered an important forum for student participation.

The Report on Gabfest Northern Territory 1987 outlines the conference in detail and is available from:

Robyn Vincent
Commonwealth Programs NT Secretariat
NT Department of Education
PO Box 4821
Darwin
Northern Territory 5794
Telephone: (089) 895808

TAFE STUDENT PARTICIPATION OFFICER

Developing strategies to improve the participation of students in decision making has been a major initiative in TAFE over the past few months. Coordinating and supporting policy development and action across the TAFE system in Victoria has been the main task of the TAFE Student Participation Officer, Damon Anderson.

Employed as project officer in October 1986, Damon has since been involved in a range of developmental activities - research and report writing for the Ministerial Working Party on Student Participation, conducting in-service and skill development activities for TAFE staff and students, liaising with and supporting student networks and organisations in TAFE.

The scope of the project has been necessarily broad, encompassing all three key areas in which students have the right and potential to influence decisions - governance, curriculum de-

velopment and learning.

Arising from the TAFE Participation and Equity Program, the Student Participation Project has provided a clear focus for raising the profile of student issues and concerns in TAFE. Awareness of and commitment to the principles and practice of student participation in TAFE has expanded further with the recognition of TAFE's responsibility to implement the government's Social Justice Strategy. The project appears set to gain and sustain its momentum into the foreseeable future.

Damon is available to assist in any activities to promote the issue in TAFE, so if you are in need of ideas, resources or contacts, you can reach him at:

TAFE Board
420 St Kilda Road
Melbourne 3004
Ph: (03) 268.7402

Student Participation in TAFE

CURRENT INITIATIVES

Recent times have seen the emergence in TAFE of a clear commitment, in both policy and practice, to treat students as equal partners in the decision-making process. This development stems from government policy to promote the participation of all major interest groups, including TAFE students as the client group, in structures and processes designed to manage and improve the quality and relevance of education and training in Victoria. In other words, it is intended that TAFE students are to take a rightful place alongside the other major participants in the system (ie government/industry/community/TAFE management and teaching and support staff) in determining priorities and future directions for TAFE in Victoria.

How is this commitment in policy reflected in practice?

Until now, it has involved increasing the accessibility and responsiveness of senior TAFE management, specifically the Chairman and Executive Director, to the Victorian TAFE Student Network. Regular contact has taken place via meetings with Network representatives, participation in Student Conferences, and through the Student Participation Officer. Such activities have significantly strengthened links with the TAFE student body, via its statewide representatives.

Steps are being taken to ensure that TAFE students are actively involved in the current process of reviewing priorities for TAFE, and improving the quality, effectiveness and relevance of education and training to student needs.

Specific initiatives include:

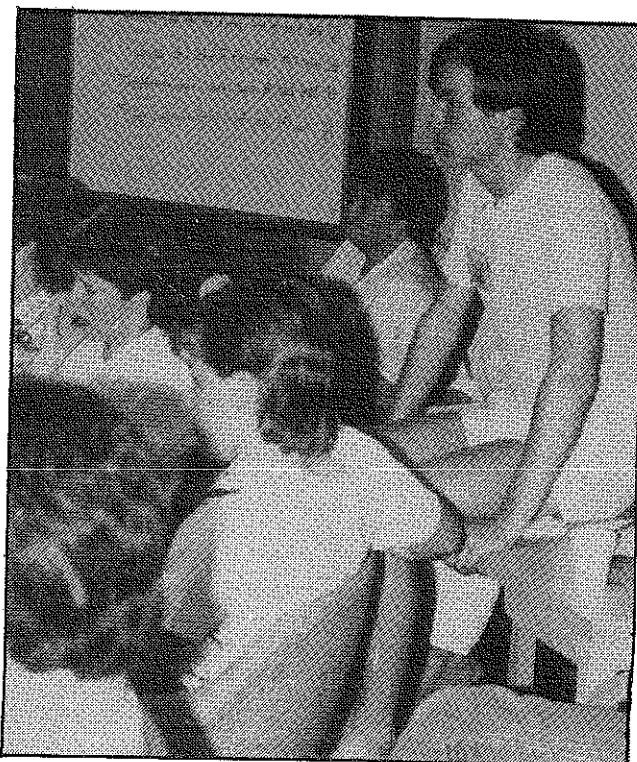
1. the establishment of a Student Advisory Committee to the TAFE Board - composed primarily of student representatives from the Network - as a forum for discussion and a body of advice on student issues and concerns;
2. the granting of observer status, with full speaking rights, to student representatives from the Advisory Committee for future meetings of the TAFE Board and its Standing Committees;
3. consultation with TAFE students in the development of priorities for the Economic and Social Justice Strategies Project;

4. commissioning of a research project on apprentice perceptions of their TAFE courses which, in turn, will feed into the Apprenticeship Review Project;
5. an examination of strategies for providing central financial support to assist the on-going development and operation of the Student Network in 1988 and beyond;
6. participation of Student Network representatives in the development of a TAFE Policy on Student Fees and Charges.

In addition, a range of other student issues and concerns have been identified for future consideration and action (eg student participation in curriculum development and evaluation). In sum, the TAFE Board now recognises the right of TAFE students to have a say in decisions which affect them. Both the Government and the TAFE Board, not to mention the students themselves, view this as a very positive and constructive development.

It is expected that the coming months will see a more concerted and coordinated approach across TAFE to overcome impediments and to improve the quality and level of student participation in educational decision making.

Damon Anderson
TAFE Student Participation Officer



STUDENT UNIONISM ON TAFE CAMPUSES — A REASONABLE DEMAND

For many decades now, students have battled for their right to organise. This battle first took place at the Universities, then at Colleges of Advanced Education, and now it is taking place at TAFE Colleges. In the past, these struggles were often long and bitter. Today students at many TAFE Colleges are experiencing an even harder battle than their predecessors; for example Administration often argue that students don't have the same rights to facilities, services and representations as those offered in CAE's and Universities, as so many TAFE Students are only at the college for one year, or are part-timers.

"Student Unionism" is a sound principle. It is every student's right to organise and to demand information and some control over what goes on in his or her College. The Student Services Fee, charged at enrolment is money which is supposed to be spent on students. That is, it is supposed to go towards student services, such as facilities and recreation. It is illegal for Colleges to charge for things other than student services. It is therefore the student's right to have a say in where and for what purposes that money is spent. The best possible use the money can be put is the use, you, the students, decide upon. Only students can decide what is good for students.

If a Student Union or Association had control over its finances, then the possibilities of what that money can be spent on, are almost limitless. The Union could budget according to student needs and desires, and could offer a list of activities and facilities for its members. Fighting for control over funds is difficult, but the possible benefits should be an incentive to fight and win. Denis Mat-

son, (in his paper "The Student Amenities Levy, Proposed for the Prahran College of TAFE") says that it is student control of money (Student Services Fees) which kept the use of this money "honest and efficient" in Colleges. The question of honesty aside, surely a representative student body could best provide facilities for students because of the fact that it is representative.

A Union can produce a student newspaper, where students can voice their opinions on various matters, and College information can be spread widely. In addition, a daily or weekly news-sheet could list announcements and union activities forecast. The Union could organise an Orientation programme, which would involve initiating new students into College life, via speeches about the provision of services and representation, BBQ's, bands and information for those students interested in becoming involved in student politics. Union rights can be organised and held throughout the year, where entertainment can include bands, dancing, eating/drinking and socialising.

Still in the enter-

tainment vein, the Union can provide better student lounges where students can relax and watch TV, or play video games or billiards, or just sit and talk. What seem like endless hours between classes can be transformed into real leisure time. The Union could also operate a "Health Food Shop", where students could be employed to run and cater for it. The enjoyment factor aside, students could gain useful employment skills.

A Union would also have the scope to promote clubs and societies on Campus, get sporting events together, organise campaigns and a myriad of other things as decided by the Students' Representative Council.

Only a Union could provide students with effective representation whenever decisions that effect them are being made. This is because those representatives would co-ordinate their input through the Student's Representative Council. A Union could be in a position to establish rights for students. For example, a Union may adopt the policy that "every student has the right, at all times, to professional standards of

tuition and access to both adequate facilities and resources." The Union would then be in a position to inform/advise students about their rights, and involve them in the process of getting them.

A Union would also be able to develop a strong working relationship with College Administration, and consequently, would provide an effective input into decisions affecting the welfare of students. The Union could provide the College administration with feedback on what students feel about curriculum, its effectiveness and so on. After all, it is the purpose of the College to train the student and it is the student's education which is in question. It must therefore take notice of students ideas on course content and effectiveness. Universities and CAE's actively support student organisations. Student organisations should not be seen as a hindrance to the College Administration, but rather as positive contribution to the running of the College and the education (in broader terms) of the students.

All of that has been previously discussed

its not just idle dreaming. By developing a representative body of Victorian TAFE Students we'll be in a position to receive funding from community organisations, which will equip us with the necessary resources and strength to establish Unions in TAFE Colleges and also provide the necessary machinery to have input into issues affecting the welfare of TAFE Students generally. There are enough angry students at TAFE Colleges who want to do something about not "being given a fair go" (especially when many find out that the fees they pay on enrolment do not go towards the provisions of Student Services). Understandably however, students tend to have limited resources and support in establishing a student union or consolidating and strengthening an existing Union. Only when TAFE students from different Colleges work together and solidify their base, will they ever be in a position to ensure that TAFE Students in Victoria are given a fair go.

Helen Kennedy
(with acknowledgements
to "TAFE Times")
Victorian T.A.F.E.
Student Network



TAFE PEP STUDENT POWER!

Some of you may be aware that the Participation and Equity Program (PEP) is ceasing at the end of this year. For those of you who didn't know this, then you possibly haven't even heard of PEP.

Some Background

Each TAFE College throughout Victoria offers a PEP program and each PEP program differs. For example Collingwood offers Business and Media Studies, Burnley offers Horticulture subjects, Outer Eastern offers Catering and Hospitality subjects.

In TAFE, PEP caters for young people who have been unemployed for more than six months, migrants and young people who have disabilities.

The aim of these courses is to enhance young people's job search skills, such as putting together a resume, preparing for interviews and, overall, selecting the right career. PEP also allows students to further their study and allows young people to build up self confidence and self esteem.

So, not only does PEP give young people the chance to find directions for their future, it also allows people to develop self-awareness which is vital in seeking employment. The results show that 75% of PEP leavers find work, with most of the remaining 25% going on to study.

It's quite obvious that a replacement program for PEP is desperately needed.

TAFE PEP Student Action Group

A few current TAFE PEP students have been most concerned about this issue and have formed an action group. The group is composed of four PEP students - Dominic from Burnley PEP, Nigel from Prahran PEP, Jonathon from Collingwood PEP (who has joined recently) and myself from Collingwood PEP.

The committee has been working together for the past seven months.

On May 28th 1987, we held a one day regional conference at Richmond's Carringbush Library. Students from regional PEP programs attended, to express their concern over the closure of the program. Programs attending were Burnley, Prahran, Collingwood, Flagstaff, William Angliss, Swinburne and the TRAX Program (at the Council of Adult Education [CAE]).

The morning was spent discussing PEP and discovering how students were benefiting from the courses. Throughout the afternoon, students formed workshops on issues that directly affect young people, such as women's issues, legal rights, under 18 benefit cuts etc.

The whole conference went extremely well. The main outcome was a decision to organise a residential statewide conference for PEP students to seek further direct action towards obtaining a replacement program for PEP.

Since May 28th, the committee has been working on the statewide conference and this was held from 14th to 18th September at Candlebark Farm near Healesville. The conference was entirely funded by the TAFE Board.

Students were selected from TAFE PEP programs to attend the conference - from Leongatha, Hamilton, Horsham, Wodonga, Footscray, Preston, Broadmeadows, Burnley, Prahran and Collingwood. Approximately 30 students attended the conference. The main aims were:

- a) to save PEP or alternatively get a replacement program;
- b) to review PEP from a student participant point of view;
- c) to set up an on-going student board.

It was also decided that the structure of the conference should not only be directed towards PEP but it should also be structured towards issues that affect young people such as Government and youth issues, equal opportunity issues and so on.

On Monday night, the conference was officially opened. Tuesday was focussed on PEP issues. Students discussed how they were benefiting from PEP and how their program differed from others. A few guest speakers from the TAFE Board were heard. In the afternoon, workshops were held, where students wrote up statements on the advantages and disadvantages of PEP, justifications for PEP and so on. It was a really beneficial day.

Wednesday was the 'Government and Youth Sector' day. Roger Holdsworth talked about the Youth Affairs Council of Victoria (YACVic) and the budget. Doug Lorman, a CYSS Project Officer and a representative of the Democrats, gave a spiel over the budget and CYSS cuts. Robert, a voluntary CYSS worker, gave

his views on CYSS cuts and the new Labour Market Scheme. In the afternoon, people attended workshops where they wrote up motions concerning legal rights, peace and environment, nuclear disarmament, homosexuality and AIDS, and under-18 dole cuts.

Thursday's agenda was held at Healesville Sanctuary in a conference room - this was the Equal Opportunity day. Motions were written up from workshops concerning migrants/racism, women's issues etc. A publicity officer from the Democrats talked to students about the difficulties faced in seeking employment (mind you, an issues on which the students knew much more!). In the afternoon, the Guidelines for the Student Board were designed and the first issue of the PEP student magazine was launched. A really exciting day.

Friday morning was spent discussing and voting on motions for the management committee.

What Now?

As coordinator for the lobbying campaign for a replacement program for PEP, I found the conference to be one big tremendous success. I learnt an enormous amount. I can quite confidently speak on behalf of the three others on the committee, who I know strongly agree with me.

While working on the planning of the state conference, I vowed I would never organise another conference. But I know now that I would organise many more conferences, just to simply break down the barriers for young people.

There were numerous satisfactory outcomes - so great that it makes it difficult to write about them.

Personally, I have always been aware how young people from rural and isolated areas are generally unaware of issues that affect them, and that might affect the rest of their lives like ID cards and nuclear disarmament. This is obviously due to the lack of communication between rural, isolated and metropolitan areas. From the conference, so many students from the country told me directly (and reinforced my ideas) that they really care and know what they can do, as individuals, to help their world to become a better place to live in.

Personally, I received an enormous amount of satisfaction from hearing this from many country students.

Also, some young women from the conference have decided to form a women's group.

An on-going TAFE PEP Student Board is currently underway, composed of PEP students, who have an enormous amount of potential, energy and a lot to offer.

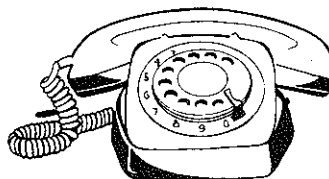
The TAFE Board have been so impressed by everyone's effort that they are considering offering two full-time paid positions for two students to work on the evaluation of the conference.

To ensure that all the motions from workshops are presented and carried out through appropriate organisations and to help keep avenues of communication between country and city PEP programs open, is the aim of the network.

As coordinator of the campaign, I would very much like to thank all those who attended the conference, the management committee for their constant efforts, and especially Frances Coppolillo. Through everyone working together, we have a lot to show.

As a PEP student, I sincerely and desperately hope that there will be a replacement program for PEP - it's so badly needed!

Serena Trencher
PEP Student, Collingwood TAFE
20 Otter Street, Collingwood 3066



KEEPING IN TOUCH

The Eastern Metropolitan Regional Student Network has established a phone message answering service based at the Regional Offices in Ashwood, Victoria.

The answering service enables students to find out when and where meetings will be held and to leave messages and contact numbers to be followed up by members of the Student Board.

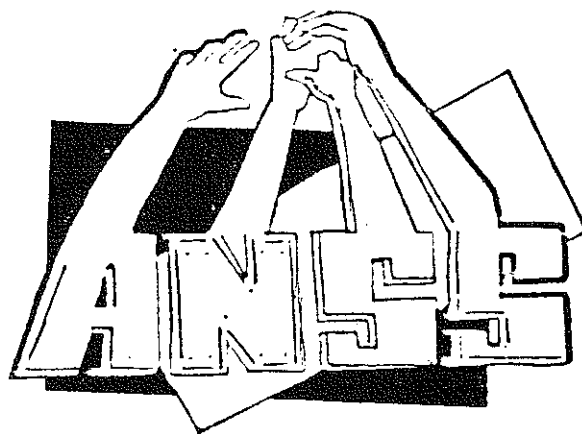
At present, the capability of the system is limited, however if the 'line runs hot', a better unit, allowing more detailed messages, will be installed.

As the Educational Regions expand, the need for message services and, in fact, telephone conferencing will become far greater. If students are to keep in touch and continue the good work already undertaken, they may well need to develop their telephone techniques.

Peter Wilson
PEP Consultant, Eastern Metropolitan Region

AUSTRALIAN NETWORK OF SECONDARY STUDENTS

The Australian Network of Secondary Students (ANSS) is a national body run for and by students. ANSS was established in 1985 at a national student conference funded by the Commonwealth Schools Commission. Over the past two years, we have been recognised for our work as a body which promotes and supports the participation of secondary students in educational decision making. We have members and contacts all over Australia.



Any national body needs a management structure. ANSS is no different, except for the fact that our management committee is completely made up of secondary students. This committee is responsible for providing information and advice to students and other people with an interest in education. We try to work with individuals as well as organisations whenever possible.

The basic principle of ANSS is that we should encourage student participation at all levels. To us, student participation is not necessarily about joining a committee or going to meetings. It is basically about being involved in making decisions concerning your education.

Our aim is to help you participate! We try to do this in a number of ways: we provide resources and information through workshops and mailouts; we give advice wherever possible and we voice our opinions to relevant organisations (Government and others).

We want to do what is best for you as secondary students! This means listening to anything you've got to say or helping you with any problems you may have. We'd love to hear from you. It helps us a lot if we can learn about the positive and negative things which have happened to other students. Just as it is important for us to know what's going on in different places, it can also help you if you can share ideas or problems. That's why a few of the ANSS representatives have put together some brief overviews of student participation in their states. With communication like this, we can make our schools even better!!

QUEENSLAND

Queensland's level of student participation within individual schools is comparable with other states and territories. But when you look at the possibility of networks in Queensland, then a major problem to overcome is the question of logistics. For all country areas, the distances involved in holding a regional meeting makes organisation difficult and often impractical.

Despite this, two regions out of the existing ten, have managed to set up regional networks in the last two years and another two regions have networks on the way. Although it would be unrealistic to say that these networks are any more than fledglings, the Brisbane City Student Council operates quite successfully for a couple of reasons.

Firstly, the distances that student representatives need to travel are quite feasible. Secondly, and more importantly, it is a joint venture by the Brisbane City Council and the Queensland Department of Education. This provides some much needed resources in the form of the time of a Department of Education employee to act as coordinator, places to meet and a direct link with two governing bodies. The links with the Brisbane City Council have enabled the Student Council to make representations on such issues as concession fares on public transport, while a submission will be forwarded to the State Minister for Education regarding the proposed amendments to the Queensland Education

Act and general concerns students have regarding education, especially the controversial 'Tertiary Entrance' score.

A State Youth Conference will be held near the end of 1987 and this should provide a good opportunity to create more networks and improve existing ones.

SOUTH AUSTRALIA

Since 1985 (International Youth Year) student participation in South Australia has been accelerating. 1985 saw a meeting called the 'Student Respond Conference' held in April. This conference ended with many recommendations being made, one of which was the setting up of a statewide network of secondary students to represent the views of South Australian students. A group of students, Student Action South Australia, was formed and had the task of organising a statewide conference of secondary students. This event, held in July, was the beginnings of the State Council of Students (SCoS).

The SCoS management committee is made up of representatives from each of the five regional councils: Adelaide, Northern and Southern (all metropolitan) and Eastern and Western (country). We found that each of the area councils, even the metropolitan ones, were too large to hold effective meetings. The problem was largely due to transport, so the regional networks were broken down into clusters of schools.

During its two year history, SCoS has held three statewide conferences and a highly successful training program. It was also responsible for the formulation of a training package. This package is designed to be used by students, SRCs and other student groups. Covered in the booklet 'Mazeways' are topics such as meeting procedures, negotiation, and setting up of student networks. It will be available from SCoS in early November 1987.

The State Council of Students can be contacted at GPO Box 778, Adelaide 5001.

VICTORIA

Over the past few years, the Participation and Equity Program, International Youth Year and various other initiatives have enabled Victorian students to take an active role in decision making in their schools. However, with PEP finishing at the end of 1987, the future for student participation in Victoria remains unknown.

Whilst well developed networks exist in some regions, or sub-regional cluster networks have developed, the restructure of the metropolitan regions is likely to result in a reorganisation of the existing networks, probably on a sub-regional basis. Unfortunately, uncertainty in the Ministry of Education, particularly about the nature of any possible support, is making it difficult to make specific plans.

Continued plans to incorporate student participation into curriculum are underway in a number of schools, with varying success. The new Victorian Certificate of Education (due to be phased in between 1989 and 1992 for years 11 and 12) is seen by many people as a possible barrier to student participation in senior years, especially as it is planned to abolish the STC Course which has been central to ideas of curriculum negotiation.

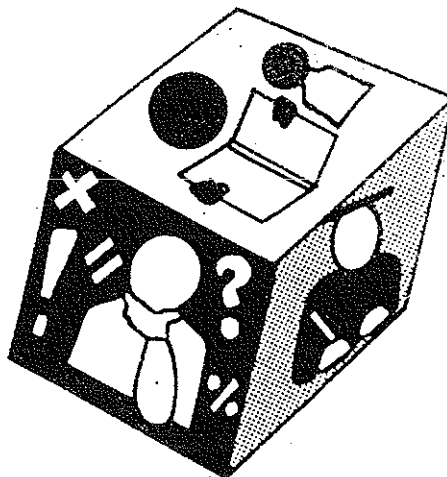
Students, teachers, consultants and others have been meeting to develop plans for 1988. All are eagerly awaiting the release of the Report from the Ministerial Working Party on Student Participation. At this stage of the year, it appears that Ministry of Education support for student participation will be greatly dependent on the outcomes of this Report. It seems that we can only cross our fingers and ... wait!!

ANSS CONTACTS

There is an ANSS management committee member in every state and territory in Australia.

You can find out their names, phone numbers and addresses PLUS further information about ANSS from:

Sharon Burstall
ANSS Project Officer
PO Box 1108
St Kilda South 3182
Phone: (03) 537.1833



COMMUNITY LINKAGE

St Joseph's Technical School, Sth Melbourne

A Community Linkage Program has been operating at St Joseph's Technical School in South Melbourne for several years. Aspects of this program are featured in the film Really Good Friends (see Connect No 44, April-May 1987 on page 25).

The program has many aspects, and we hope to carry a more substantive account of it in the next issue of Connect. But here are some introductory notes:

Grandparents' Program based at Saints Peter and Paul's, South Melbourne.

This program involves five students visiting the Elderly Citizens Centre attached to Saints Peter and Paul's each Tuesday afternoon. Aims are:

- * to provide the students with a caring person to whom they can relate;
- * to provide students with an opportunity to share their thoughts and concerns in a safe environment;
- * to enable the students to develop positive attitudes towards the aged;
- * to enable the students to view some aspects of school as worthwhile;
- * to enable students to develop the sensitive and caring sides of their nature;
- * to enable students to work cooperatively within a group together.

Southport Community Nursing Home.

This program includes as many students as possible from the year 9 and 10 area. The number of students involved at a particular time depends on the capabilities of the residents at the Nursing Home, as well as the enthusiasm and time availability of the staff at Southport.

Students apply for the program by approaching any member of the Support Department. Usually, students are asked to request a position in the program by putting their reasons in writing. This, of course, depends upon the ability and confidence of individual students.

The major aim of the program is literacy. As well as literacy, the aims are:

- * to develop the skills of speaking, listening, reading and writing in a meaningful context;
- * for the students to develop a belief that they have something of value to offer the community;
- * for the students to develop a belief that they are valuable members of the community;
- * that the students develop a belief that parts of school life can be relevant.

The students visit Southport Nursing Home once a week. They are accompanied by a member of the Support Staff. Initially they get to know the residents and, after a time, particular projects are decided upon. These are arranged through student input, consultation with Nursing Home residents, staff and support staff.

These activities include:

- * writing the life story of a particular resident;
- * writing about a particular feature of a resident's life eg working life;
- * reading;
- * an activity eg woodwork project.

Discussion and evaluation is essential for planning. This occurs between support staff and students, support staff and residents and support staff and Nursing Home staff.

Normally time is made each week for a support staff member and the students involved to follow up and discuss the program. Diaries are kept by the students, noting feelings, concerns, activities etc. Each student involved receives a report about his involvement in the program.

West St Kilda Soup Kitchen Program.

At present, three students from year 10 and 11 are involved in the West St Kilda Soup Kitchen Program. The aims of the program are:

- * to develop a sense of confidence;
- * to let students experience a situation where they use their talents in a less constraining environment;
- * to work and cooperate with a variety of people.

Students participate in the work of the soup kitchen, adapting to the jobs they are requested to follow. Discussion takes place with the staff at the beginning of the program. In this session, the idea of their practical and emotional support is talked about. Students write a diary each week recording their impressions for each week.

Students are selected who would benefit from working in a real situation where they're encouraged to consider others' feelings and take responsibility for tasks set by the organisers.

Claremont Nursing Home.

This is a new program and, at the present, involves four students from year 7. The boys were selected because it was felt that the program would benefit their reading development as well as their confidence.

Aims are:

- * to develop reading in a warm, supportive environment;
- * to develop self-esteem;
- * for the students to develop a belief that they have something of value to offer;
- * that the students learn to value their competencies;
- * that the students develop positive attitudes towards the aged.

The boys are taken to Claremont Nursing Home each Wednesday afternoon by a parent. Initially, the boys spend time chatting with the residents. After a few weeks, the students will be matched with a resident. They will then spend some time reading with the residents each week.

South Melbourne Special Development School, Richardson Street, Middle Park.

At the present time, we are involved with the school in two ways:

- * One student assists at the school one morning per week in their horse-riding program;
- * Several students help to integrate some of the disabled children into a regular kindergarten.

Aims are:

- * to encourage students to remain at school;
- * to enable students to use their skill and abilities which may not be catered for in the regular classroom;
- * to enable the students to develop confidence;
- * to enable the students to become contributing members of society;

- * to enable the students to be seen as worthwhile by members of the community.

This program is fairly flexible in that we develop the activities around the needs of the special school at a particular time.



Cross-Age Tutoring Program at Saints Peter and Paul School, South Melbourne.

The aims of this program are:

- * to develop confidence;
- * to develop self-esteem;
- * to develop a belief in the students that they have abilities, talents, skills that can be shared with other students;
- * to strengthen reading and writing skills in a meaningful and relevant context;
- * to develop caring and gentle attitudes;
- * to develop decision making.

Each year eight class is assigned to a class at Saints Peter and Paul. The linkage occurs during one English period each week. Activities are planned in conjunction with the primary teacher, English class teacher, support staff and students. They include drama, reading/writing programs, elective programs.

Evaluation occurs at two levels:

- * discussion with St Joseph's students to develop their competencies, decision making and belief in their own worth;
- * discussion between teachers as to the future direction of the program.

For further information about the Community Linkage Program, contact the Support Staff, St Joseph's Technical School, 376 Park Street, South Melbourne 3205.

STUDENTS ON COMMITTEES

SOME SUGGESTIONS FOR PRINCIPALS

For some time now in Victoria, we have been moving towards a partnership between teachers, students and parents in the decision-making process associated with school life. Schools were given incentives to move in this direction by a plethora of State Government policies directing schools to do so - particularly those contained in the Ministerial Papers:

The Government is firmly committed to the implementation ... of devolution and broader participation ... parents, teachers, students, principals, administrators and others closely involved in the work of education will all have the right to participate in decision-making processes.

Ministerial Paper No 1, p 7

There shall be adequate student representation [on school councils] in post-primary schools in relation to school size and structure.

Ministerial Paper No 4, p 9

The Government is committed to collaborative decision-making processes which involve major sectors of the educational community. To implement this principle, each regional board will be asked to co-opt two students onto the board.

Ministerial Paper No 5, p 11

Schools should involve teaching staff, parents, students (increasingly as they mature) and, where appropriate, other members of the community in discussion and planning of the school's educational program.

Ministerial Paper No 6, p 12

In recent years therefore, Government schools across the State have begun to focus activities on student participation.

By far the most common response by schools has been to elect or appoint student representatives to the formal decision-making committees (school council, curriculum committee etc) and to formalise or extend the Student Representative Council. The term 'participation in student governance' has gained currency as the local jargon to describe this growing level of activity in Victorian education.

PARTICIPATION FOR WHAT?

Why are we asking our students to sit on school councils, curriculum committees, task forces, Schools Reference Groups, Area Committees etc?

The implications of student participation as a learning strategy need to be explored carefully and thoroughly - not just by teachers, but also by students and their parents.

It must be recognised that:

- * when students become actively involved in their learning, they learn more effectively;
- * student participation in meetings or classroom negotiations is a valuable preparation for their future involvement in decision making in society;
- * decisions are more likely to be accepted and implemented if students (and others affected by the decision) participate in the processes;
- * students have a valuable contribution to make to educational decision making and have a right to participate in the process.

There are some concerns however:

- * some students may be intimidated or bewildered by the formal meeting processes and are therefore unable to participate effectively;
- * the benefits that flow from the opportunity to be a student representative reach only a handful of students;
- * students cannot participate effectively without consistent and loyal support structures at the school level.

The following suggestions are offered to Principals who, in accordance with Ministerial directives, may wish to encourage and support student participation in decision making at the school level.

These suggestions have come from students and also from teachers who have responsibilities for SRC supervision in schools. It is appreciated that

Principals are very busy people. The following ideas have been gathered from different schools where one or two are institutionalised practice. They are offered merely as ideas which may be put into place in an attempt to meet the expectations of government policy.

1. Establish procedures whereby students organise and conduct school assemblies.
2. Allocate a short time on the agenda of staff meetings for students to report on SRC concerns, projects etc.
3. Institute procedures to cut through the miles of red tape that cause issues to get bogged down in their progress from SRC to School Council.
4. Try to ensure that the SRC has at least one 'success' during the year. This will add to the status and perceived role of students in decision making.
5. Take account of student preferences in the allocation of staff responsibility for SRC and student participation.
6. A successful SRC is sponsored by a member of staff who has both the confidence of the Principal and a commitment to student participation.
7. Make available a small amount of petty cash for SRC running costs, to obviate the need for SRCs to be diverted into fund-raising, and away from those curriculum issues with which government policy directs that they be concerned.
8. Allocate an SDA position to the role of SRC staff supervisor.
9. Establish and maintain some direct involvement with the SRC yourself. This may take the form of a regular spot on the SRC agenda for the Principal; in some schools, the Principal hosts a once-a-term luncheon for SRC representatives.
10. In the selection of Principals, many panels are interested to hear about the candidate's attitudes towards, and support for student participation.
11. Meet regularly with, and in-service, student representatives on School Council.
12. Suggest to School Council that a meeting between Council and SRC representatives be held to familiarise each group with the roles and responsibilities of the other.
13. Ensure that the agenda for the School Council meeting always allocates time for an SRC report.
14. The SRC must retain control over funds raised by the SRC. Money should only be spent on the authority of the SRC, evidenced in the minutes of the SRC meetings.
15. Provide the SRC with basic facilities such as access to a telephone, a filing cabinet, a noticeboard, photocopying, some clerical and bursarial support and so on.
16. Ensure that SRC meetings are conducted during class time.
17. Familiarise the school community with federal and State Government policy on student participation in decision making.
18. Devise ways of promoting the status of the SRC in your school, eg special activities such as leadership days, an SRC in-service program. A slight variation of uniform eg where the school shirt is gray, SRC members could be distinguished by a white shirt.
19. Consider a parent as a SRC contact person in your school.
20. Allocate times and dates to SRC meetings at the beginning of the year, publish these in the staffroom and on the Newsletter, and discourage staff members from organising activities such as excursions and tests on those days.
21. Make an effort to be seen at SRC-arranged functions, projects etc.
22. Reserve a space in your Newsletter for items and news from the SRC.
23. Make sure that students have adequate time to conduct meetings. It may be more satisfactory to meet less often, for a double period instead of a single.
24. Make an effort to keep the SRC informed about issues of concern to staff eg VCE, re-organisation etc.
25. Encourage student participation on all school committees, on working groups organising curriculum days etc.

Anne McCanish
PEP Consultant, Goulburn North-Eastern Region
PO Box 544, Shepparton 3630



PARTICIPATION AND EQUITY

There are many practical problems associated with the participation of students in school decision making, that can mean that access to participation is inequitable. Students on School Council, Curriculum Committees and other school-related decision-making bodies which meet out of school hours, are confronted by a range of problems which, in many situations, may not have been articulated.

Unless we look at these practical problems, we may find that some students are denied participation and that the opportunities for participation merely reinforce existing inequities.

In country schools especially (but undoubtedly in metropolitan situations as well), transport to meetings can affect student access to governance. Do School Councils consider billeting out-of-town students on School Council meeting nights? Is there an adult councillor responsible for the transport arrangements of student councillors? Do School Council budgets allow for a travel budget for councillors - adult or student? Does a failure to have dealt with these practical concerns mean that student councillors must be drawn from a limited geographic area?

School decision-making bodies tend to meet out of school hours when students are at home, at sport, music or club activities, or doing homework. How many students are thereby excluded from governance? The answer to this question is closely related to accreditation and, though we talk about it 'ad nauseum', to my knowledge we barely practise it at all. This is because participation in governance is not accessible to all students, is not part of the curriculum, does not belong to any faculty or learning area, and therefore does not qualify a student for promotion or even assessment, as it is commonly practised in schools. Participation in governance is thus an extra. The equity issues are apparent - a limited number of children who qualify geographically and in other prescriptive ways, are exposed to valuable learning situations - committee and Council meetings. In fact, they may develop into an elite group of highly skilled negotiators, decision makers and politicians.

Where schools create few, if any, opportunities for student governors to respond and report to their electorates, 27

the elitist nature of governance is institutionalised. SRC representatives very rarely act on behalf of their electorate. Schools have to address the issues of reporting back, facilitating debate on topics of relevance to students, making available reprographic, telephone and clerical facilities to students, creating opportunities for students to address parent and staff meetings, setting aside a regular report on the agenda of Council meetings. Accountability is the responsibility of student governors, but it must be facilitated by school administrators and staff.

Where student representatives are discouraged or even prevented from reporting back and therefore being seen as responding to and serving their electorates, several outcomes may be seen as operating against the principles of equity:

1. the student body remains ignorant of its potential empowerment via representative/participative decision making.
2. the election of students to decision-making bodies is not an event of significance in the life of the school. At times, students 'in the know' have themselves nominated, or teachers organised the nomination of 'suitable' candidates, and the inequitable nature of participation is perpetuated.
3. students 'elected' in this way without the confidence or even the knowledge of their electorates, may not be the most appropriate agents to represent student opinion and concern and are not likely to be in a powerful position to influence changes which will improve the learning experiences of all students.

Very few curriculum statements include programs which specifically prepare students for participation in decision-making. Skills in public speaking, listening, note-taking, report writing, negotiation, lobbying, school planning and management, debate, analysis and synthesis are related to effective governance. Some children are exposed to these skills at home or via sporting and social clubs and so on. Unless schools teach these skills to all children as part of the common learning experience, then only a few students are empowered to participate

in decision making. Is it reasonable to assume that one of the key factors working against parent participation is a lack of familiarity with meeting procedure and consequent intimidation by formal school committees, Councils and so on? Is it reasonable for these disempowered parents to expect that schools will redress this situation and that their students will be empowered by the modern democratic school?

Finally, one further example where student participation in decision making does not appear to correspond with the principles of equity should be noted. In one Region, PEP funded the installation of electronic data transfer units - modems - in schools, for the specific use of SRCs and students on School Councils and District and Regional Boards. Very few students learned how to use the facility. They were never consulted on the appropriateness and value of the modems. They had no access to funds to install discrete telephone lines, pay telephone, rental and call charges. Teachers were largely unfamiliar with the operation of modems. Schools had no modem operation policies - and so on. The only students who enjoyed access to the modem had learned how to at home, using their own personal family computers.

The original objective of the initiative to encourage and facilitate inter-school communication and to provide access to data and the electorate for Regional Board school representatives, does not appear to have much to do with student understandings and expectations of schools. A lot of money has been spent to create opportunities for a limited number of children to practise skills and strategies inaccessible to the vast majority of their fellow students.

This particular region is cognisant of the inequitous situation which has evolved. They are taking steps to broaden student accountability to the modem, the word processor and communication skills. To date, however, there is no way this particular initiative can be said to have improved the curriculum for all students in our schools. Sensitivity to the equity issue must be at the forefront of change and innovation in schools.

Student participation in school governance is now institutionalised in most post-primary schools - but how equitable is this participation?

Anne McCamish

PEP Consultant, Goulburn North-Eastern Region
PO Box 544, Shepparton 3630

INFORM APPRENTICES

IN-Form: know the services, know the rules, know YOUR rights is the information handbook for TAFE apprentices recently published by the RMIT SRC. Edited by Helen Kennedy, SRC Student Rights and Information Officer, the handbook contains an array of useful information and contacts to assist apprentices at RMIT to exercise their rights and to gain access to support services. Features include:

- * The SRC in TAFE;
- * Apprentices stand up for their rights;
- * The technical training system;
- * Know your rights/know the rules;
- * Apprentice subsidies;
- * Scholarships and awards;
- * Workcare;
- * Safety in the Tech.

The handbook is the first of its kind in a Victorian TAFE College and, while focusing primarily on RMIT, provides an invaluable resource and model for apprentices and SRCs at other TAFE Colleges.

Copies are available from Helen Kennedy, SRC Rights and Information Officer, C/o RMIT SRC, GPO Box 2476 V, Melbourne 3001. Phone: (03) 663.1351.

BEYOND 2001 LETTERS TO CHANGE THE WORLD

The Victorian Peace Education Resource Centre (Ministry of Education) has launched its 'Letters to Leaders' campaign.

"What sort of future do you want?"

"Join 1000s of other Victorian students writing to world leaders - tell them what kind of world you'd like to live in. Tell them what steps they can take to make the world you want."

Letters should be sent to:

Letters to Leaders
Free Post No. 99
Letters to Change the World
GPO Box 720F
Melbourne 3001

For further information, activity sheets, names of world leaders and to make sure you receive the world leaders' replies, contact:

Peace Education Resource Centre
234 Queensberry Street, Carlton 3053
Telephone: 341.4466 (Martin)
341.4468 (Susan)

NEWS & REVIEWS

YOUNG PEOPLE'S FUNDING GUIDE

The Young People's Funding Guide has been produced to help you play the funding game. It has three parts which will help you with the procedures you need to go through.

The first is a wall chart which you can stick up on a wall for easy reference. This outlines briefly some of the funding programs that are available and quickly outlines the procedures you need to go through to apply to them.

The second part of the guide is Making Sense which examines in detail how you go about getting funding. Each section of the book relates to one of the stages you need to go through. It will help you to develop your ideas, look at the basic requirements of receiving grants and look in more detail at the different sources of funding. It also gives pointers about how you should approach a possible funding source, including writing a submission.

The third part of the Young People's Funding Guide is a listing of funding schemes that you can apply to for funding. This will help you when you have your ideas fully developed and are looking around for a funding scheme to fit your purpose.

Funding information changes rapidly. New sources of funding appear; others finish; many change their details.

The Listing of Funding Sources will be kept up-to-date each six months, with new and changed entries. The information you obtain from the computer file at the Youth Affairs Council of Victoria will be as correct as possible.

**LIST OF FUNDING SOURCES
AVAILABLE TO YOUNG PEOPLE**



To obtain the Young People's Funding Guide, contact the Division of Youth Affairs, 7th Floor, Nauru House, 80 Collins Street, Melbourne 3000. Phone: (03) 602.8111. For information from the Listing of Funding Sources, contact the Youth Affairs Council of Victoria, 14-16 Gertrude Street, Fitzroy 3065. Phone: (03) 419.9122.

UNEMPLOYMENT: WHERE TO FROM HERE?

The Camberwell Unemployed Self Help (CUSH) Group in Victoria has produced a 25 minute documentary video entitled Unemployment: Where To From Here?

The video tackles some of the complex issues surrounding unemployment as seen through the eyes of three young people. It also includes interviews with Steve Crabb (Victorian Minister for Labour), local police, an employer, bureaucrats, a labour consultant and youth workers.

The video was made as part of a training program where a group of unemp-

loyed young people learnt video production skills under the watchful eye of a freelance film-maker Jack White.

Launched at the Youth Affairs Council of Victoria's 'Whole Bloody Day of Unemployment' on 8th September, the video is an excellent discussion starter for schools, youth groups and service clubs.

To purchase or borrow a copy, contact CUSH, PO Box 543, Camberwell 3124. Phone: (03) 882.5145. Copies are available on VHS, Beta and U-Matic.

ICEC

Since funding for the Inner City Education Centre in Sydney was cut in 1986, the Centre has been existing on project funding. Two of the exciting projects run by the Centre are outlined below.

The Centre is still trying to regain Commonwealth funding for 1988 and would appreciate your support - letters to Hon. John Dawkins, local members and so on. Contact ICEC for more details:

Inner City Education Centre
37 Cavendish Street
Stanmore 2048 NSW

Ph: (02) 516.3550

Schools and Tertiary Institutions Media Link

Media students at the NSW Institute of Technology are perusing a leaflet inviting them to teach media skills to students in NSW schools.

The leaflet was prepared by the Youth Media Project, operating from the Inner City Education Centre in Stanmore, which runs a communication network for youth between 5 and 20 years of age.

Annmarie Chandler, the video coordinator from the Institute's Faculty of Humanity, is delighted at the prospect of students working on media projects in schools. Those tertiary students who elect to be involved in this project commenced their teaching in late July during their Attachment Scheme (equivalent to Work Experience in secondary schools). The Institute students will, as a result, be duly accredited in their coursework.

The link with institutions and colleges is just one of the many facets of the Youth Media Project. Begun in 1986, this project is funded by the Herbert Vere Evatt Foundation. It aims to develop a state-wide information network and support system for young people producing videos, radio programs, newspapers, magazines, posters and other media work. It also provides opportunities for young media makers to share ideas and discuss issues.

Those youth who register with the project will:

- * receive and contribute to a monthly newsletter;
- * participate in a Youth Media Exhibition and Conference in October;
- * attend monthly meetings which feature guest speakers from the various media industries.

If you would like more information on the Youth Media Project, contact the coordinator Cinzia Guaraldi at the Inner City Education Centre, 37 Cavendish St., Stanmore 2048. Phone: (02) 516.3550.

Where Do You Come From? AN ANTI-RACIST PHOTOGRAPHY PROJECT

There are many good grounds on which to challenge the image of Australia and Australians that we are surrounded by and receive daily through the media.

One of our project groups found, for instance, that in sampling popular fashion magazines, there were rarely images of people outside the 15-35 age range. More importantly, there was an extraordinary preponderance of smiling, white, blonde-haired and blue-eyed Europeans. Where, they asked, were all the dark skinned, yellow or black people?

Our project takes this as one starting point for a practical exploration of how the media represents race and how we can produce alternative positive images of contemporary Australians.

The project covers:

- * race and representation;
- * family lifestyles and economies;
- * family histories and migration.

The project, based at the Inner City Education Centre, has been in operation since February 1987 and is currently running weekly half-day sessions in four centres: Tranby Aboriginal College, Marrickville High School, Botany and Matraville CYSS. Over thirty students are involved in the project ranging from 15 to 45 years of age.

To ensure that the work of the project does constitute an alternative set of images, we have planned three outcomes. These are:

- * a 35 panel photo-text exhibition covering the work of the project, available for hire from October 1987;
- * an 80 page photo-text book on Australia, Race and Representation, planned as a classroom reader (to be published January 1988);
- * a 30 page teachers' report covering the aims, methods and outcomes of the project (to be published January 1988).

We are interested to talk to individuals or groups who have a practical interest in approaches to race within education and cultural work. For further information, contact Debby Michels or Andrew Dewdney at the Inner City Education Centre on (02) 516.3550.

STUDENT PARTICIPATION: A REALITY?

"A great deal of discussion has taken place at all levels of education about the meaning of student participation. Some have seen it as student representation on student representative councils, curriculum committees and school councils or boards, while others see it as participation in learning in the classroom.

"This publication recognises that student participation has a variety of meanings and applications, depending on the culture of each school community, its teaching staff and student population. There is, however, an underlying philosophy common to all projects: the recognition of the inherent value of each student and the ability of each to contribute within a cooperative relationship with teachers and parents."

With these comments, the Victorian Non-Government Schools PEP Committee introduces its publication of case studies of student participation initiatives in non-government schools in 1986 under the title Student Participation: A Reality?

The booklet contains case studies of seven student participation special projects which received financial support from PEP in 1986. They include examples of student participation in:

- * curriculum development;
- * curriculum review;
- * peace;
- * publishing;
- * polling;



- * classroom practice;
- * community linkage (with people).

Copies of the booklet may be obtained from Ms Lorna Salt, PEP Administrative Assistant, C/o Catholic Education Offices, PO Box 146, East Melbourne 3002. Phone: (03) 654.2199.



Momentum is a magazine produced in the ACT by students and ex-students of Erindale, Phillip and Stirling Colleges. The impressionistic article from Steve Shann in this issue of Connect gives some feeling for the process of production of Momentum.

Issue 3 contains articles on aspects of the ACT Colleges, on entertainment, on AIDS, on police in Canberra, on women's refuges, tertiary fees and smoking, and lots of creative material. Issue 4 has also been now published and a quick phone call from Steve as we were going to press, included the news that issue 5 was underway.

Momentum is interested in expanding to other colleges in the ACT and offers scope for writers, photographers, illustrators and graphic designers. Copies are also available from Steve Shann, 40 Urambi Village, Kambah ACT 2902. Phone: (062) 31.7149.

THE VICTORIAN T.A.F.E. STUDENTS NETWORK

The Victorian T.A.F.E. students Network is a state-based organisation representing all students in the T.A.F.E. sector. Some of the aims of the organisation are:

— To assist in the establishment of student Unions in every T.A.F.E. College within Victoria and contribute towards the development of an autonomous, participatory, and democratic student movement.

— To represent the interests of Victorian T.A.F.E. students within the T.A.F.E. system, the education sector and the wider community.

— To promote and foster solidarity amongst the T.A.F.E. student body.

The development of this kind of organisation is long overdue especially in light of the current situation where student participation within the system and autonomous student organisations on campus are virtually non-existent. The Network takes an important role in providing resources and information for students on campus and co-ordinating any action or campaigns at a state-wide level. The network is also a vehicle for representing student views at a state, regional and college level.

The Network has met four times with representatives from most T.A.F.E. colleges in Victoria attending and outcomes have been positive. Those campuses who don't have S.R.C.'s or Student Associations are more aware of their rights and the process to uphold them through access to information provided by the Network. Two action groups have been established, firstly a

Unionism action group that will deal with the setting up of student Unions on every campus in Victoria and develop strategies to do this. Secondly a fees and charges group to look into material fees, access to funds, tuition fees and apprentice fees.

We have adopted a constitution and have held discussions with T.A.F.E. Board representatives and are recognised as an "equal partner" within the sector.

The Network is currently working on setting up a student Advisory Committee to the T.A.F.E. Board and negotiating for a representative with observer status at meetings of the T.A.F.E. Board.

We are also in the process of developing a Fees and Charges policy and a state-wide T.A.F.E. students publication.

Hopefully in the future we will be able to see an increase in student participation within the T.A.F.E. sector, and the establishment of autonomous student Unions on every campus. I'm looking forward to having greater participation within the Network from students on campus.

If you are interested or have any queries at all please don't hesitate to call me, 663 5611 ext. 462 or 662 1351.

Trudy Falconer
Co-ordinator
Victorian T.A.F.E.
Students Network

VICTORIAN T.A.F.E. STUDENTS NETWORK

AIMS

- To assist in the establishment of Student Unions in every T.A.F.E. college in Victoria.
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- To promote and foster solidarity amongst the T.A.F.E. student body

CONTACT

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TAFE CONTRIBUTIONS

Connect is keen to explore and develop the notion and practice of student participation in TAFE.

Contributions from readers, both inside and outside TAFE, would help to stimulate debate and action.

Articles, photographs, letters and news items on projects, issues and activities would all be appreciated.

Some ideas? Try these ...

- * SRCs/Student Unions: how to set them up, barriers, effective models;
- * student issues and campaigns eg fees, student services;
- * student forums and conferences;
- * youth participation projects eg PEP;
- * youth programs: traineeships, Youth Training Program;
- * student representation: college councils and committees, regional boards;
- * collaborative learning strategies;
- * credit/accreditation for participation;
- * social justice, equity and student participation;
- * participation in the workplace and TAFE;
- * news and reviews: books, videos, films, student publications;
- * resources and contacts.

INDEX OF ARTICLES

Since June 1981, Connect has listed original articles and documents available for photocopying. These are documents relevant to student participation but, for various reasons, not published. They can be ordered by quoting the number. They are grouped by topic and the number gives some indication of date of listing.

Prices: generally 10¢ per page (the figure in brackets) except: 1 or 2 pages: 40¢; 3, 4 or 5 pages: 50¢. Prices include postage. The order form is on the back page of this and every issue of Connect.

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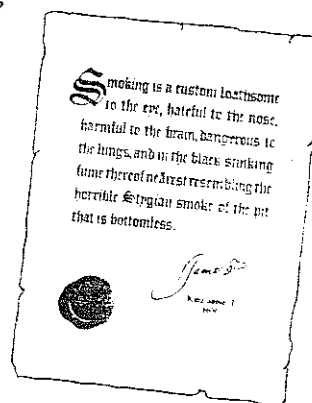
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The Newsletter of Youth Participation in Education Projects
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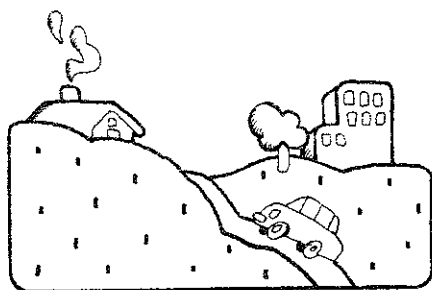
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SMOKING!

A TUTORING APPROACH

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- 187 YACA Briefs No. 8. (4)
- 215 IYY Roundup (ACT). 14.5.85. (2)
- 279 Diamond Valley Youth Action Group: Schools Consultation (Vic). (5)
- 295 Australian Association of Youth Clubs' Youth Participation Project: Carrigan. (7)
- 311 Youth Participation Week: local government participates: Murphy and Sullivan. (Vic). (6)
- 313 Youth Participation: Westthorp (4)

MATERIAL AVAILABLE

Articles:

- | Code | Description/Pages/Cost |
|------|--|
| 316 | A Report from the Disadvantaged Schools Program Student Forum, held at the North Melbourne Town Hall on Friday 4th June 1987.
16 pp; \$1.60 |
| 317 | Student Participation In-services Report: Loddon Campaspe - Mallee Region, Term 1, 1987. 11pp; \$1.10 |
| 318 | 1987 Gabfest Report, Darwin, NT 9-11 August 1987. 20 pp; \$2.00 |
| 319 | Material from the Northern Region Radio Network: possible starts for radio projects; using the Marantz cassette recorder; vox-pop; profile; videos and films.
13 pp; \$1.30 |
| 320 | Student Participation: Participation for What? 1 p; 30¢ |
| 321 | Meetings ... And How to Run Them. 6 pp; 60¢ |
| 322 | ANSS: Where From? Where At? Where To? 6 pp; 60¢ |

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WRITE!

We rely upon and welcome your letters and contributions. If there's something interesting happening, we want to know about it. Don't ask ... don't hesitate

... just sit down and dash off a brief (or long) description. If you have a photo or drawing, even better. We can't pay ... but we'll send you a free copy!

Publications Received:

We wish to stress that the following publications received by Connect are not for sale. However, they are available for perusal by arrangement. Contact Connect on: (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS:

Focus (Albert Park HS, Vic) Nos. 3, 4; June/July, August 1987.

Momentum (Kambah, ACT) Issue 3, June 87.

Ascolta (Brunswick schools, Vic) Vol 14 No 2 (Issue 80); June 1987.

Xpression (TAFE PEP students, Vic) No 1; September 1987.

OVERSEAS STUDENT PUBLICATIONS:

Foxfire (Rabun Gap, Georgia, USA) Vol 21 No 1; Spring 1987.

Other Sources

Student Participation: A Reality? - case studies of student participation initiatives in non-government schools 1986 - Victorian Non-Government Schools Participation and Equity Program; May 1987.

Report of the DSP Student Forum, 4/6/87.

World of Work Newsletter (CDC, Canberra) No 3, August 1987.

In Future (Commission for the Future, Carlton, Vic) No 6, August 1987.

Collective Notes (COSHG, Fitzroy, Vic) Nos 25, 26; July, Aug/Sept 1987.

NIE Update (Newspapers in Education, US) Vol 13 Nos 5, 6; July, Aug/Sept 1987.

Kids in Action (Volunteer Centre, Sydney NSW)

SIP Tullamarine Region Newsletter (Vic).

Create (VCOSS, Collingwood, Vic) Ju/Au.

Network News (Surry Hills, NSW) Sept 87.

In the last issue of Connect, the photo on page 18 (not the Emu!) was by Toni Chaffey - from the Palm Sunday Peace Rally and March, Melbourne, 1987.

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